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TEACHER'S GUIDEBOOK

TO CANADA: OUR HOME

Canada: Our Roots and Environment (CORE)

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TEACHER'S GUIDEBOOK

TO CANADA: OUR HOME

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gage PUBLISHING LIMITED
TORONTO ONTARIO CANADA

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ISBN 0-7715-8143-2

1 2 3 4 5 THB 85 84 83 82 81

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Organization of the Core Program

Canada: Our Roots and Environment (CORE) is a program made up of four pupil textbooks and four teacher guidebooks. It has been carefully designed to ensure that

- the vocabulary matches the reading level of the students grade by grade,
- the concepts and skills are developed sequentially,
- the content is based on knowledge acquired at previous levels,
- evaluation activities appropriate to the concepts and skills being developed appear in every chapter.

Canada: Our Roots and Environment is a core program in social studies. Each textbook provides you with your program for the year and ensures that your students will be provided with a stimulating, balanced, basic program.

By using the CORE program you will

- teach your students about people and their environments and show how their needs are met.
- provide opportunities for your students to acquire the knowledge, values, attitudes, and practical skills needed to participate in a responsible and effective way in Canadian society.

The CORE program has taken into account that children learn in different ways, depending on their stages of development and the circumstances and situations in which they find themselves. This Guidebook, therefore, includes a wide range of learning experiences that will permit you to accommodate these differences and give you the means whereby students can explore in many directions.

Each textbook in the CORE program is organized around several themes. Each theme contains a series of stories and vignettes, designed to

- capture the interest and attention of students,
- introduce a variety of social-studies concepts, knowledge, and skills.

This technique has permitted the authors to build each new theme on the foundation of knowledge and understandings learned in the previous theme.

Readability

It has been evident from the comments of practising teachers across the country that the readability of a textbook is a primary concern. To overcome this concern, the authors of the CORE program have limited the vocabulary and sentence structure in each of the textbooks to the appropriate grade reading level. Average Canadian pupils will be able to read successfully the CORE textbook designed for their particular grade level. The reading level, as determined by the Fry Readability Scale, is listed for each chapter in the Guidebooks.

The background experiences of your students, their oral vocabulary, and their level of interest will vary widely and affect the way they handle the written passages, instructions, and learning activities in the CORE program. Some suggestions for modifying the impact of such differences follow under the heading, "Teaching and Organizational Strategies."

Skills

The CORE program reflects a conviction that skills should be taught and learned as an integral part of a social-studies program. The CORE series, therefore, contains a complete skills package that has been carefully designed and sequenced to ensure that your students receive many opportunities to develop a wide range of skills.

You will find a complete list of charts in each Guidebook. These charts specify, chapter by chapter, what skills are being developed. You are strongly urged to familiarize yourself with these charts.

Values

The inclusion of a values component is a prime feature of the CORE program. Values are basic or fundamental ideas about what is important in life. They are the standards of conduct that cause individuals, groups, and nations to think and act in certain ways.

Opportunities for students to work out a system of values and to begin to develop a way of analysing value issues have been provided throughout the CORE program. These are found in the narrative passages, the discussion questions, and the suggested learning activities.

Your role, as a teacher, is to provide, with the help of the textbook and guidebook, the context in which students can develop values that reflect the priorities of a concerned society and, at the same time, recognize their integrity as individuals.

Values should not be dealt with as an isolated topic or subject in the classroom, but rather when opportunities that are appropriate to the maturation level of your students naturally present themselves during the course of a day.

Evaluation

A sound, effective evaluation program should be an integral part of the teaching-learning process and should be based on clearly stated goals and objectives. The CORE social-studies program has been carefully prepared to provide this base for you.

It is important that, as you teach social studies during the year, you have a clear understanding of the purpose for your evaluation program.

You may want to

- acquire information so that you can improve your students' learning, your own teaching methodology, or the content of your social-studies program.
- find out whether or not the program you are teaching is appropriate to the needs, interests, and abilities of your students.
- motivate and encourage your students by providing them with positive feedback about their progress in the program.

The evaluation program that you develop should

- be concerned with the development of the students' self-concept.
- recognize individual differences in your students.
- be continuous, co-operative, comprehensive, and cumulative.
- be designed to make use of a wide variety of instructional techniques.
- be concerned with action to overcome the identified weaknesses in the learning growth of your students, the program content, or your teaching methods.
- involve other teachers, the students, and their parents.

In each chapter of this Guidebook you will notice that certain activities are recommended as being suitable for inclusion in your evaluation program. These activities are followed by the phrase EVALUATION ACTIVITY.

These activities have been designed to give you opportunities to use observational techniques or to collect data as required. The information you gather and how you use it depend entirely on your purpose for evaluation at the time.

Teaching and Organizational Strategies

The way you organize your class for social studies determines, to a great extent, how successful your program will be.

The following suggestions are made in the hope that you will select one or more to try out. The level of readiness of your students for these methods will help you to decide which one to select. By using a variety of approaches throughout the year, you will heighten student interest and also broaden your own teaching style.

Study Groups

Method One (Total Class)

a) Have all students take part in silent guided reading. When the portion of the chapter being studied has been read, discuss it with them. Repeat this procedure for

every lesson until the chapter is completed. You may want to intersperse the reading/discussion sessions with follow-up activities, or you may wish to leave them until the end.

b) Select a number of students who are interested in preparing passages to read aloud. They should prepare themselves for the total group sessions by reading in advance. While each student is reading, the rest of the class can follow along and take part in the discussion.

Method Two (Grouping)

Group One

Allow students who are fluent, independent, and comprehensive readers to read the chapter independently. Later, meet with them as a group for a "reaction-and-discussion" session. You may then wish to have them pursue the activities as individuals or in small groups.

Group Two

Meet daily as a group with those students who require your support, guidance, and assistance. Have them read the passages and then discuss the ideas together in depth. You may want to have them complete the activities together, or divide them into smaller groups to work on smaller, manageable tasks.

Group Three

Meet with the remainder of the students for an initial session to read, discuss, and clarify ideas and concerns. Have further sessions as required after reviewing students' needs and abilities.

Method Three (Friendship or Interest Grouping)

Group students according to their interest in a task or activity, or on their ability to work together in a productive manner. You will have to identify the groups that need your support in particular areas. Before breaking the class into groups, you may consider it desirable to have a full class lesson for teaching and direction on subject matter and skills.

Method Four (Buddy System)

Organize the class in such a way that your students have a choice of alternatives. Allow them to work independently, in pairs, or in small groups at your discretion. Identify those students who will require some assistance and encouragement with reading and team them up with more able classmates.

Activity or Work Groups

Total Class

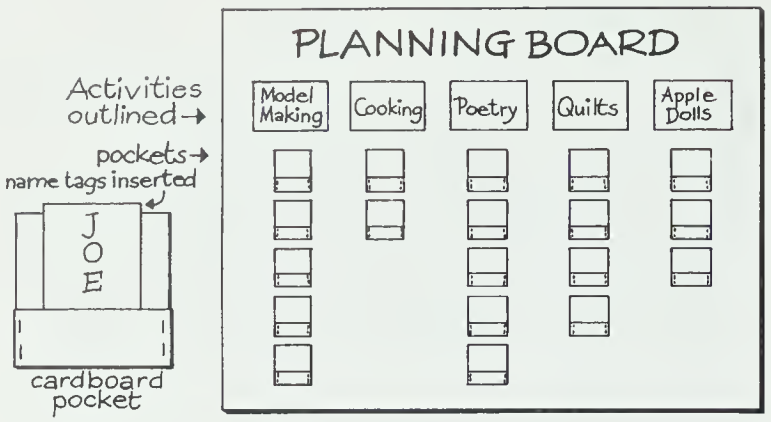
Have all students work on a given learning activity individually. Give them the opportunity to share their responses at the conclusion of the activity.

Groupings

Consider grouping students for some tasks based on their interests, friendships, or ability to handle assignments. Such groupings will aid in developing interpersonal relations, students' feelings of self-worth, their ability to make decisions, and discussion skills.

Planning Board

You may find a planning board useful for the individual selection of activities by students. Outline the activities on the chalkboard or bulletin board. Print students' names on small cards or tags that have a magnet glued to the reverse so that they will cling to a metal backing. Or design your planning board so that library-card pockets provide a space in which students place their name tags. The number of pockets under each activity will indicate the number of places available to participants.



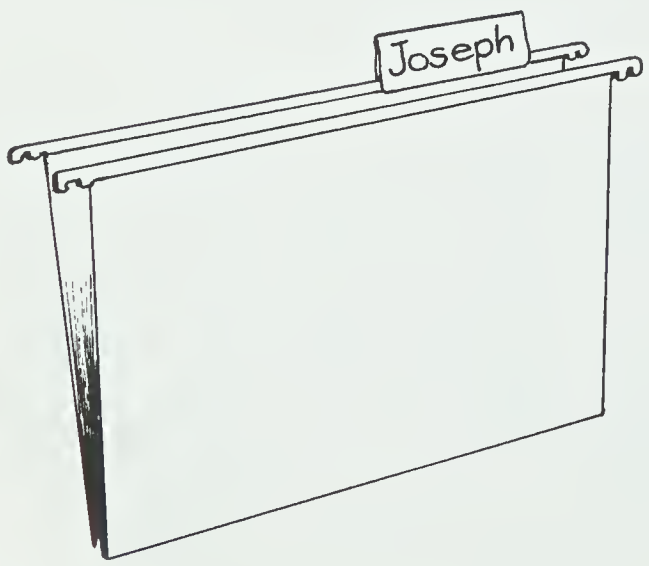
This method of organization promotes

- maximum use of a limited number of pieces of equipment.
- decision-making by your students (choose and follow through).
- the acceptance among students of a greater degree of responsibility for learning.
- a given range of activities that are worthwhile, but at the same time are open-ended and suit students' individual needs and learning styles.
- flexible schedules for the completion of various tasks.
- initiative among students who are capable of proceeding to other activities when they are ready.
- individual records of progress.

Record Keeping

Allow students to have easy access to small and large files. Such access will assist them in keeping records of their progress in social studies. You can discuss these records with individual students from time to time and use them when you report to parents.

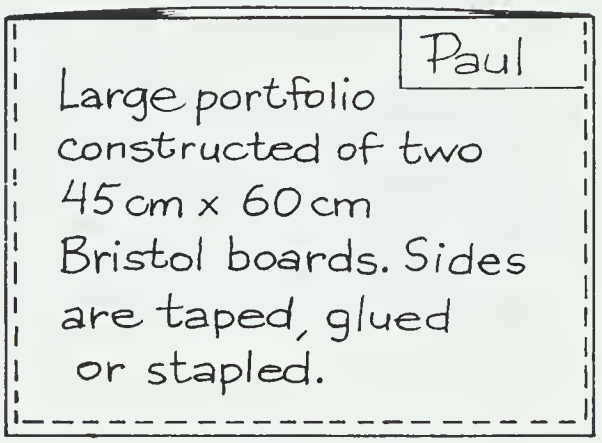
Hanging file folder



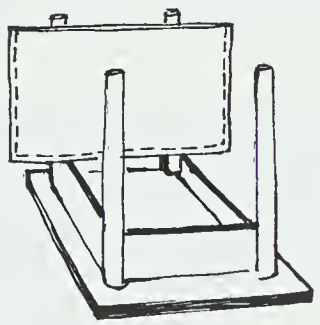
Set aside one or more drawers of a filing cabinet, a file per student. These will hold items filed by both teacher and student, e.g.,

- graphs or written journals of activities selected and completed during the term
- any completed written work or records of creative three-dimensional work
- anecdotal comments and observations by the teacher
- student writing based on social-studies experiences.

Portfolios



Portfolios large enough to hold oversized maps, graph or creative work for each student can be stored between the legs of an inverted desk or table.



Timetabling for CORE

The CORE program lends itself to a number of variations in timetabling. You can schedule social-studies periods along traditional lines of several lessons a week, or you can organize large blocks of time in order to integrate social-studies activities, when suitable, with other subjects. Here are some suggestions for varying your timetable.

1. Communications or Language Arts	Reading of chapter using various methods suggested in this Guidebook.
2. Mathematics	Graphing and other related activities from social studies, perhaps 1-2 periods per unit or week.
3. Social Studies or Environmental Studies	Large time blocks for activities as outlined in the pupil text or activities outlined in this Guidebook, e.g., • mapping • group work • related creative work • psychomotor skills: — models — pattern-making • writing, journals based on social-studies experiences • field trips, guests, and other experiences related to the social-studies program.
4. Music, Physical Education, Art, etc.	Teachers may wish to integrate some of these experiences from time to time based on the social-studies program.

Skills Charts

The skills assigned specifically to *Canada: Our Home* are found in the charts on the following pages of this Guidebook. These charts pinpoint the introduction of a new skill and demonstrate the degree to which specific skills occur and recur, chapter by chapter. You will note that the charts contain a wide range of skills associated with other subjects in the elementary curriculum.

By using the CORE skills program as suggested, you will be providing opportunities for your students to

- learn various techniques of inquiry.
- use a wide range of social skills within their own style, speed, and pattern of learning.
- develop group process skills.
- develop motor perceptual skills.

It is suggested that, prior to using a chapter from the textbook as the basis for a social-studies unit, you look over the skills in the charts and familiarize yourself with those that are included in the chapter. (Skills will be found in the narrative of the story, the discussion questions, or the follow-up activities.) Before you decide whether or not to include all of the skills specified in your teaching unit, you would be well advised to determine, by evaluation techniques, whether or not the skills are appropriate to the development stage of the students in your class.

To assist you in planning your social-studies units, each skill has been coded as follows:

I —introducing the skill
D—developing the skill
M—maintaining the skill.

Skills: General Profile

Skills

Chapters

	1	2	3	4	5	6	7	8	9	10	11	12

A. Skills that are the major responsibility of social studies
   - I Inquiry processes
   - II Interpreting maps and globes
   - III Understanding time and chronology.

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B. Skills that are a shared responsibility of social studies
   - I Locating information
   - II Organizing information
   - III Evaluating information
   - IV Acquiring information through reading
   - V Acquiring information through listening and observing
   - VI Communicating orally and in writing
   - VII Interpreting pictures, charts, graphs, tables
   - VIII Interpersonal relations, group participation, and discussion skills.

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C. Motor-perceptual skills (Hands-on experiences)

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Skills: Detailed Profile

A. Major Responsibility of Social Studies

I Inquiry Processes

Problem Solving

1. Defining a problem
2. Establishing a tentative hypothesis or answer
3. Interpreting the information available
4. Gathering additional information
5. Analysing the information for purposes of assimilating evidence to re-examine the original tentative answer
6. Synthesizing information into a firmer hypothesis or answer.

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Decision Making

1. Identifying a problem or issue
2. Identifying possible alternative solutions or objectives
3. Gathering, analysing, and interpreting information regarding the alternatives
4. Evaluating the alternatives and establishing which should be accorded higher

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priority in light of the information gathered and/or value preferences.
5. Testing the priorities and analysing the consequences of each
6. Planning a course of action
7. Establishing a group decision
8. Taking some action on the group's decision.

II Interpreting Maps and Globes

Symbols

1. Understanding that real objects can be represented by pictures or symbols on a map
2. Gaining a knowledge of the skills required in lettering, colouring, and shading for exactness and accuracy.

Direction

1. Using such directional terms as: far, near, above, below, up, down, right, left
2. Using cardinal directions in the classroom and the neighbourhood
3. Constructing simple maps that are properly oriented as to direction.

Placefinding on Maps and Globes

1. Locating specific areas within the school, neighbourhood, and community
2. Recognizing and remembering one's own address
3. Recognizing the home community, province, and country on a map or globe
4. Recognizing land and water masses on a globe and on a variety of maps
5. Locating and naming the provinces, territories, and capital cities of Canada on a map
6. Using map vocabulary and key accurately
7. Learning to use/make simple sketch maps to show location.

Scale and Distance

1. Expressing size and distance in relative terms (bigger, smaller, nearer, farther, etc.)
2. Using small objects to represent large ones, e.g., models, a photograph compared to actual size, etc.
3. Making simple large-scale maps of a familiar area, such as a classroom, the neighbourhood
4. Measuring short distances in millimetres, centimetres, and metres and long distances in kilometres.

Chapters

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Relief

1. Experiencing a variety of relief features by exploring textures
2. Recognizing the relief of objects (people, trees, furniture, etc.) and expressing these in appropriate terms (high, middle, low, etc.)
3. Recognizing varying relief in familiar areas — schoolyard (flat, higher, lower); streets changing in elevation; noting hills, valleys, ravines, and flat areas in the neighbourhood
4. Recognizing samples of relief features in pictures and using vocabulary
5. Representing relief by constructing models with sand, Plasticine, etc.

III Understanding Time and Chronology

Understanding the Time System and the Calendar

1. Using the names of the days of the week in order
2. Using the names of the months in sequence
3. Learning to tell the time by the clock
4. Using a calendar to find the dates of special events and to determine the length of time between important dates
5. a) Using the vocabulary of indefinite time concepts such as: before, after, long ago, past, future, meanwhile
   b) Using the vocabulary of definite time concepts such as: today, yesterday, tomorrow, second, minute, hour, decade, century
6. Associating the seasons with particular months in both northern and southern hemispheres.

Understanding events as part of a chronological series of events, and understanding the differences in duration of various periods of time.

1. Learning to put personal experiences in order
2. Comprehending sequence and order as expressed in first, second, third, etc.
3. Recognizing sequence and chronology in personal experiences such as the school day, weekly schedules, etc.

Chapters

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Skills

Chapters

	1	2	3	4	5	6	7	8	9	10	11	12

B. Shared Responsibility of Social Studies

I Locating Information

1. Working with books
2. Making efficient use of the dictionary
3. Reading newspapers, magazines, and pamphlets with discrimination
4. Knowing how to find material in a library, both school and public
5. Gathering facts from field trips and interviews.

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II Organizing Information

III Evaluating Information

IV Acquiring Information Through Reading and Observing

V Acquiring Information Through Listening

VI Communicating Orally and in Writing

1. Speaking with accuracy and poise
2. Writing with clarity and exactness.

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VII Interpreting Pictures, Charts, Graphs, Tables

1. Interpreting pictorial materials
2. Studying and constructing graphs, charts, and tables.

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VIII Interpersonal Relations, Group Participation, and Discussion Skills

Self Worth

1. Demonstrating evidence of concern for self
2. Displaying self-confidence
3. Seeking help when required
4. Making choices and decisions
5. Being aware that needs for attention, acceptance, approval, and affection are common to all
6. Being aware that one person's behaviour causes approval or disapproval in another person
7. Recognizing that one's thoughts, behaviour, feelings may be common to others
8. Recognizing that differences between oneself and others are not unusual and that they contribute to each individual's uniqueness

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9. Accepting diversity as natural
10. Understanding, accepting, and offering constructive criticism
11. Working independently without supervision.

Interpersonal Relations

1. Showing respect for the rights and opinions of others
2. Demonstrating a willingness to take turns in play, speaking, etc.
3. Demonstrating the constant development of courteous behaviour
4. Displaying self-control
5. Understanding the need for rules and the necessity of observing them
6. Engaging in fair play
7. Demonstrating a willingness and ability to include newcomers
8. Responding voluntarily to the needs of others in distress
9. Offering approval and encouragement to others
10. Compromising and co-operating when conflict arises
11. Demonstrating the ability to disagree, when warranted, in an acceptable manner.

Group Participation and Discussion Skills

1. Taking part in making the rules needed by the group
2. Demonstrating a continuing development in the ability to keep to the task
3. Accepting the role of leader or follower as the situation requires
4. Making meaningful contributions during discussions
5. Making a point but not by monopolizing discussions
6. Supporting ideas with reasons and facts
7. Profiting from criticism and suggestions
8. Distinguishing between work that can be done most efficiently by individuals and that which calls for group effort
9. Contributing to the solving of group problems
10. Accepting and abiding by the decisions of the group.

Chapters

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Thematic Sequence

1. Right Around Home

The focus of this theme is on the family and on the various roles that individual members of a family play. The chapters in this unit represent a review of concepts that have been developed in earlier grades.

2. Belonging to a Community

This theme explores the ways in which people in a community share services, resolve differences, and help each other.

3. All Around Town

A neighbourhood very often represents one of several adjoining communities that share a number of services. This theme invites students to examine three such services —an arena, an airport, and a power station —the people who work in them, and the impact that these services have on the communities.

4. Three Canadian Communities

This concluding unit enables students to relate the understandings, insights, and experiences gained in the previous three themes to the study of three, specific Canadian communities.

1. Let's Build a Tree House

Introduction

Fry Readability Scale: High Grade 2

Three boys, with the help of an older sister, build a tree house.

Events follow this sequence:

pp.	
2	*The Big Idea*
3	*A Place of Our Own* (Defining the problem: how do you build a tree house?)
4, 5	*Mapping Skills* (Getting to know Greg's neighbourhood)
6,7	*Let's Go* and
8,9	*What Comes Next?* (The need for a plan is established.)
10, 11	*Testing, Testing* (Making the plan)
12	*Mapping Skills* (A look at some different tree houses)
13, 14, 15	*Testing, Testing* (Conclusion: Solving the problem)

Purposes

1. Learning about one another through active involvement
2. Developing insights into the functioning of groups and the individual's roles in them
3. Developing the ability to make informed and rational decisions
4. Developing a system of personal values
5. Understanding the environment
6. Developing creativity, confidence, and physical fitness through physical activities.

Pages 2-3
The Big Idea and *A Place of Our Own*

What is a friend? Read the following poem to the class and have a short discussion about friends.

All By Myself

All by myself
I can dig for treasure
But I need a friend
to hold the map.

All by myself
I can grow a flower
But I need a friend
to give it to.

All by myself
I can throw a ball
But I need a friend
to catch it.

All by myself
I can tell a joke
But I need a friend
to laugh.

All by myself
I can climb a tree
But I need a friend
to give me a boost.

All by myself
I can know a secret
But I need a friend
to whisper it to.

All by myself
I can guess a riddle
But I need a friend
to tell it.

All by myself
I can play alone
But I need a friend
for sharing.

Anon.

DISCUSS WITH STUDENTS:

- Are friends important? Why do you, or why do you not, think so?
- What kind of person makes a good friend?
- What do you need to do to make friends?
- What do you have to do to keep them?
- Why should members of a family be good friends?
- Why do people look for friends outside the family?

Tell students:

"The story we are going to read today is about three friends who came up with a big idea. Read on to find out what the idea was."

Have students read pages 2 and 3 silently. They may enjoy assuming one of the roles and dramatizing the short dialogue on page 3.

"Look at the picture of Greg in the kitchen at home."

DISCUSS:

- Greg marked his calendar to remind himself of the special day. He marked the right week but the wrong day. How can you tell? (July 6 has to be Thursday.)
- What date should he have marked? (July 4.)
- What does the picture tell us about Greg?

Use this illustration to identify some of the steps common to problem-solving tasks.

1. Examining the problem from various points of view
2. Identifying or defining the goal
3. Identifying the resources at hand
4. Identifying the information or tools that are still needed
5. Identifying sources such as books, people, etc.
6. Developing a plan or a sequence of steps
7. Putting it all together in order to solve the problem.

It may not be necessary to list the steps in a formal way, but touch on them informally in the course of discussion.

Discussion will prepare students for questions in the text and help them identify steps in the process of problem solving as the children in the story build their tree house.

Tell students:

"Look at the picture of the boys by the gate."

DISCUSS:

- Which ones are Greg, Rob, Paul? How can you tell which is which? How did you solve the problem of deciding who was who?
- The boys have a problem. What is it? What do you think they are saying to each other?
- How do you solve problems at home? in the schoolyard? in the halls? in the classroom?
- Suppose there are no trees where you live. You want a place of your own like the three boys. How might you solve that problem?

Pages 4-5
Mapping Skills

After students have answered the questions about Greg's neighbourhood, give them the opportunity to get to know a neighbourhood a little better.

Take your students on walks around the school neighbourhood to look at yards and gardens.

- How are the yards the same and how are they different?
- What use do people make of their yards?

- How does it help when everyone in a family or everyone who lives in the same building takes a share in keeping the yard clean and neat?
- Who does most of the work in the yard around your home? How do you help or how could you help?

Design and mount a display that gives information about the local neighbourhood.

Locate where each student lives. Then ask:

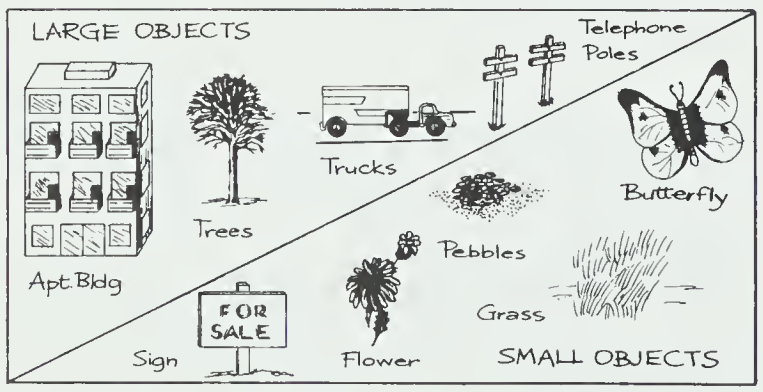
- On what street do you live?
- What is the number of the building where you live?
- How might we show it on the display?
- What classmate lives closest to you?

Identify the factors that make backyards beautiful. Build a display around them.

- What do you like best about the yards we have seen?
- What tools and materials would you need to make a yard beautiful? Draw pictures to show what you would need. Label them. Add them to the display.
- Cut out pictures that show how people have made their yards beautiful. Write a caption to your picture. Add it to the display.

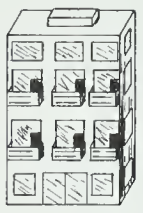
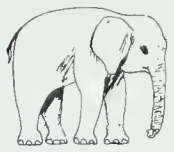
Help students establish the relative size, height, weight, and texture of objects they have seen in the local neighbourhood.

- Make a chart to compare objects that are
  large (big) and small (little).
  wide (fat) and narrow (thin).
  high and low.
  heavy and light.
  rough and smooth.



EVALUATION ACTIVITY

- Write stories in words and pictures that illustrate the words "bigger than" and "smaller than." For instance:


is bigger than

is bigger than

is bigger than

is bigger than

Make a seasonal record for drawing comparisons.

- Take photographs of the neighbourhood during each season of the year.
- Name the months in each season.
- Place them on a Bristol board or bulletin board with seasonal captions.
- Mount a display for each season.
- Have students compare them at the end of the year.

As each season passes, collect various items from the neighbourhood to illustrate the season.

- Sort your collection into categories: weeds, seeds, grasses, flowers, leaves, etc.
- Make a word list. Arrange the words in alphabetical order.
- Give your display a title and mount it.

Don't forget the schoolyard. Apply the same questions and directions to the schoolyard that you applied to the neighbourhood. Just modify the questions to fit the content.

Have a clean-up day at school. Collect all the litter in the yard. Set a time limit: 15 minutes.

Have students:

- work in pairs with plastic bags.
- display the litter and sort it into categories.
- design a pictograph to represent the categories and the volume of litter in each.

DISCUSS:

- What conclusions can you reach from the information represented by the pictograph?
- How did the litter reach the yard?
- What can be done to cut down the amount of litter?

Pages 6-7
Let's Go

As the friends are looking for a suitable tree in which to build their tree house, they come across a robin's nest. Because it has warm eggs in it, they are faced with a dilemma.

Use this situation to help students examine and clarify their own values.

"Read on to find out what new problem occurred."

DISCUSS:

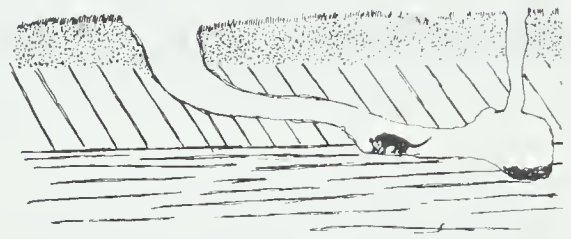
- What problem did the boys face?
- What choices did they have to solve the problem?
- What do you think of the solution the boys chose?
- What would you have done?
- What would have happened if the boys had decided to use the first tree they climbed?

Bring to the classroom a bird's nest that is no longer in use. Have students observe as you carefully pull the nest apart. Place the materials on a table top.

- What materials have been used to make this nest?
- Have students make a list of the materials.
- Which material is the most common? the least common?
- Where do you find homes like this?
- What sort of bird made this home? How can we tell?
- Where does the bird go when it leaves the nest?
- Where do birds spend the night? the summer? the winter?

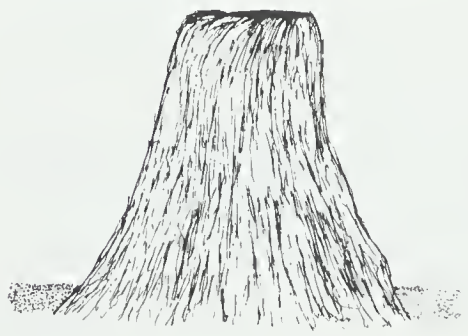
The homes that animals make can be arranged in categories. Display them, together with illustrations of their owners.

1. Burrows (groundhogs, gophers, chipmunks, moles)

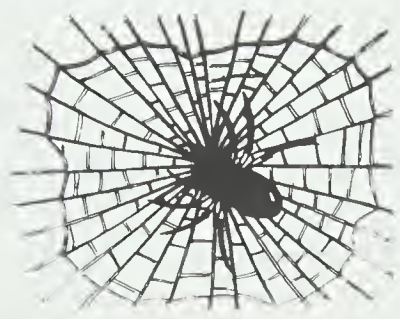


2. Nests (mice, rabbits, squirrels)

3. Mud chimneys (crayfish)



4. Webs (spiders)



- What animals live in the neighbourhood? Where?
- In what seasons of the year do different animals need to build a home? Why?
- Make a list of animals that need to build a home in the spring; in winter.
- Ask students to choose an animal that lives in their neighbourhood. Then draw a picture of it. Then label it. Under their picture, they should give more information about the animal. They should say where they found the information.
- Add the pictures and information to the display.

Buy a hamster for the classroom.

Place various materials in the cage. Later, ask:

- What materials does the hamster use?
- How does it use them?
- Keep a record of what happens. Display the record near the cage.
- Make a set of rules for feeding and caring for the hamster. Pin them up near the cage.
- Compare these rules with instructions from the pet store or the library on the care of hamsters. Was an instruction missed?

Pause for a moment at the end of text page 7 in order to review progress.

- What have the boys accomplished so far?
- What information did Paul bring to the problem?
- What was Paul's source? Where did his information come from?
- Greg said, "Let's stop dreaming," but Paul and Rob weren't dreaming. They were making plans. What were their plans?
- Who is the leader of this group? What makes you think so?

Pages 8-9
What Comes Next?

Ask students "Did Greg have a plan? Look at the pictures on pages 8 and 9. What do you think?

"Read on to find out if Greg really knew what he was doing."

Pages 10-15
Testing, Testing

When the three friends realize that they have a problem — and therefore are unable to go any further in their project — they are able to get help from Paul's sister.

This is an opportunity for students to examine leadership.

"Who has joined the group in the picture on page 10? Find out what role she has to play."

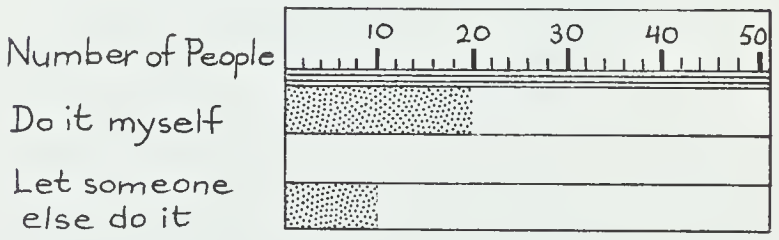
DISCUSS:

- How did Cathy help the boys?
- How good was she as a leader? Why do you think so?
- When do you need a leader at school? at home?
- What did Cathy and the boys do first to solve the problem? second? third?
- What are the advantages of leadership and the disadvantages?

During the course of discussion, you may wish to identify the qualities that your students see as important to good leadership and point out that people who are leaders in one situation may be followers in another.

Make a survey. Have students ask a number of people in your school whether they themselves would prefer to plan a surprise party for a friend or let someone else do it.

- Draw a graph like this.



- Ask, "Why?" Record the answers in a table with headings like —

Too lazy	I like planning parties
✓✓✓	✓✓✓✓✓

- What conclusions can you draw from your survey?

Constructing a tree house

1. Have students examine the illustrations and photographs of the tree houses on pages 11, 12, 13, and 14.

DISCUSS:

- What are the various parts, such as windows and ladders, that make up a tree house?
- What materials are needed?
- What shapes can you identify?

Develop the vocabulary of scale and distance, direction and relief: higher, lower, longer, shorter, wider, nearer, farther, next to, etc.

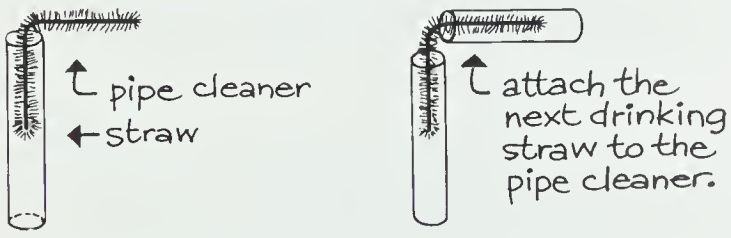
Point out that the floor in the illustrations has no crosspieces or joists. Usually a floor needs support, even in a tree house. Help students identify the supports in the photographs on page 12.

"What advice on safety could we give to Cathy, Paul, Greg, and Rob?"

Start a display of warning signs such as "Keep Out" that students may have seen in the neighbourhood. Relate the display to safety.

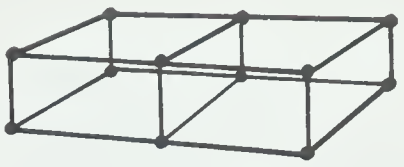
2. Teach the following techniques for building a tree house. Your students will need these materials:
   wooden counting sticks — Plasticine
   pipe cleaners — straws
   pins

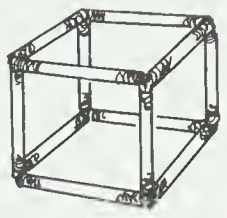
   (a) Join the drinking straws with pipe cleaners.



   (b) Join the counting sticks with blobs of Plasticine.

Different structures can be created using these joining techniques.





3. Invite students to design and build a structure of their own making.

DISCUSS:

- What shapes did you use in your model?
- Which shapes are the strongest? Why?
- What problems did you have while you were building your model? How did you solve them?

4. "Sketch the model you have just completed. Compare the sketch to the model. Label the parts of the model. Give your drawing a title."

5. Extend the idea. Supply materials as needed: coloured pencils and crayons, paints, large and small art paper.

- Suggest that students build a model structure of a real house or building in the neighbourhood. When the model is finished, they should sketch it.

EVALUATION ACTIVITY

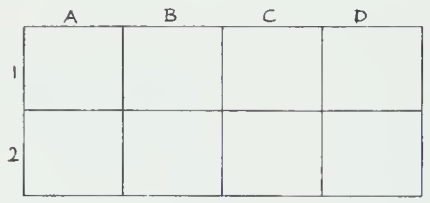
- Explore and investigate other types of structures: spiders' webs, skeletons, leaves and flowers, bridges, fences, etc.

"Reading" a map.

The activities that follow introduce map-reading skills associated with map grids:

1. plotting points on a map from a reference
2. identifying the appropriate reference in order to locate a feature on the map.

1. *The Vegetable Garden (plotting)*



"This is the plan of a vegetable garden. Label each part of the grid to show what is being grown there. Use this key."

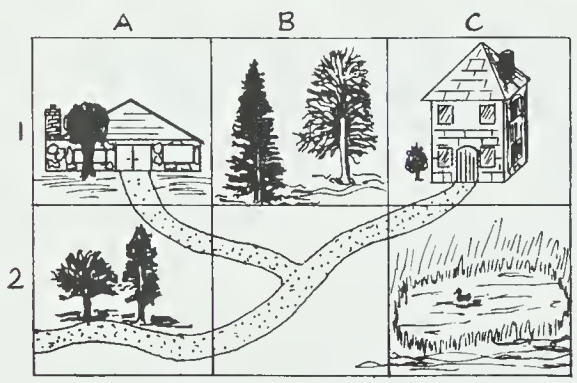
A-1 carrots	A-2 beans
B-2 peas	B-1 tomatoes
C-1 lettuce	C-2 turnips
D-2 corn	D-1 cabbage

If you want to introduce the idea of a legend, ask students to invent a symbol for each vegetable and to provide a key or legend for each symbol, e.g., corn.

EVALUATION ACTIVITY

Variations on this activity are almost limitless. Themes such as colours, tools, fruit, animals, and sports work just as well. The grid can be enlarged without increasing the number of grid references so that students are forced to discriminate among parts of the grid that identify a feature and parts that do not.

2. *Magazine Pictures (grid references)*



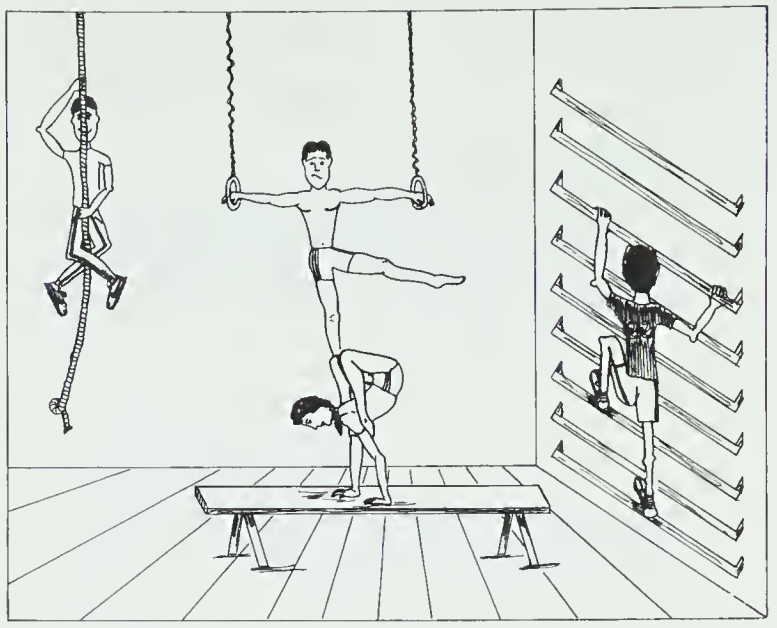
With a magic marker, superimpose a grid over a large magazine illustration.

Ask students to give you a grid reference (the letter first and the number second).

Getting in shape to build a tree house

Carry the tree-house theme into your physical education program.

You will need to set up the large climbing apparatus in the gym.



Challenges

1. Let students use the equipment so that they become familiar with it and feel comfortable on it.

2. *On, Off, Under, Over*
   Tell students to:
   a) Move about, going *under* as many parts of the apparatus as they can.
   b) Find different places where they can climb *on* to the apparatus.
   c) Find different ways of coming *off* the apparatus (jump off, swing, push, reach down, roll, twist, turn. . .) .
   d) Move along *on top of* a part of the apparatus.
   e) Move along on the underside of a part of the apparatus.
   f) Move over and under or under and over the "windows" in a weaving motion.
   g) Use both sides of the ladder, the "windows," the bars, or the inclined bench.

3. *Travelling on the Climber*
   a) Once on the apparatus, try to move from one part to another without touching the floor again until the "stop" signal.
   b) Hang from the apparatus from hands, hands and feet, and travel along.
   c) Move in different directions on the apparatus: up, across, along, down.
   d) Move in different ways on the apparatus: straight, zig-zag, curved.
   e) Swing from one part of the climber to another using the ropes.

2. A Family Picnic

Introduction

Fry Readability Scale: Low Grade 3

The family picnic in this chapter takes place as a result of a phone call from Uncle Joe. Since he has been sick, many jobs on his farm need to be done. This is a story of how all the members of the Greco family pool their talents and skills to help out Uncle Joe.

Events follow this sequence:

pp.
16-20 *The Invitation* (Getting ready for the picnic; family roles)
21 *The Extended Family* (A look at the Greco's family tree)
22-25 *The Trip* (The Greco family arrives at Uncle Joe's farm; exploring the extended family.)
26, 27 *Mapping Skills* (Getting to know Uncle Joe's farm)
28-31 *The Picnic* (Working around the farm; co-operative planning and work)

Purposes

1. Learning about one another through active involvement
2. Developing insights into the functioning of groups and the individual's roles in them
3. Developing social skills and attitudes upon which effective and responsible co-operation and participation depend
4. Developing the ability to make informed and rational decisions
5. Developing a system of personal values
6. Understanding the principles of healthy living.

Pages 16-20
The Invitation

DISCUSS:

Think about a family picnic you have taken or would like to take.
- Who went with you?
- Where did you go?
- How did you get there?
- What food did you take?
- Why did you have a picnic? Was there a special reason?

"Our story today is all about a picnic — a very special picnic that the Greco family went on."

When students have read the story, discussed it, and answered the questions on text page 20, you might have them try some of the following activities.

Putting the family in the picture

DISCUSS:

- Who is in your family?
- How many members are there altogether?
- The Greco children think of their grandparents as Nonno and Nonna. What special names do you use at home for members of the family?
- Look at the pictures on pages 17, 18, and 19. What do they tell you about the Greco family?

20 Develop the notion that there are one- and two-parent families; foster parents; children with brothers and sisters; children without, etc.

Drawing or painting the family

After students have made a picture on large art paper of their families, have them draw pictures of the members of their family on squared paper. Tell them to make the outline of each member proportionate in size, largest to smallest.

Role playing: "Who am I?"

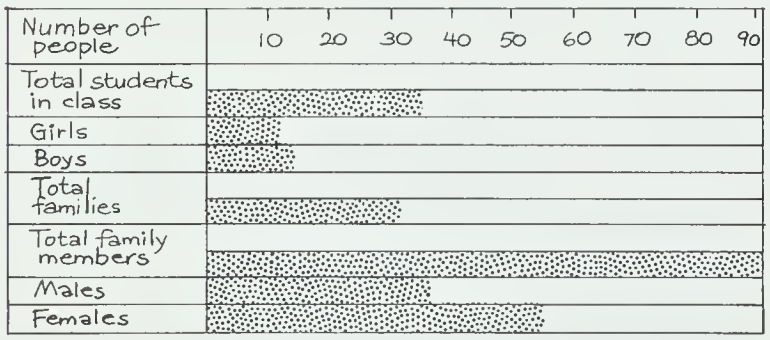
"Who am I?" Have students mime the role of a member of their family. They may add a dialogue if they wish.

Making a scrapbook

Have students use magazines and catalogues to locate pictures that illustrate activities their families share, clothes they wear, etc. Students should write a sentence under each picture to describe it. Suggest that they label their scrapbook, "My Family."

Making a class graph

Use the information obtained from the discussion on families to create a class graph called "OUR FAMILIES." You might want to include total number of members; number of males or females, etc. Ask what conclusions students can make from the information recorded on the graph.



Focussing on mealtime activities

DISCUSS:

- Which meal during the day is special for you? Why?
- When does your family eat together?
- Who usually prepares meals in your home?
- What do you do to help?
- What days do you celebrate with a special meal?
- What is your idea of good manners at the table?
- Why should anyone bother about table manners? Who cares?

1. Responses to the last question should suggest a criterion for judging which manners students see as important. With this criterion in view, help students develop a list of table manners that seem important to them. Number them in order of priority. Illustrate them and arrange the whole into a display.
2. Use the discussion to motivate a role-playing situation. Invite a group of students to dramatize what happens at mealtime in their homes. Ask the rest of the class to observe and draw conclusions about what they see and hear.
3. Utilize the comic strip as a medium for illustrating an incident or a point of view. Suggest that students draw a comic strip called "Table Manners."

Page 21
The Extended Family

Let students work in pairs or small groups to examine the Greco family tree.

"Which family in the picture is the family you have been reading about?"

"What is Mr. Greco's first name? What is Mrs. Greco's first name?"

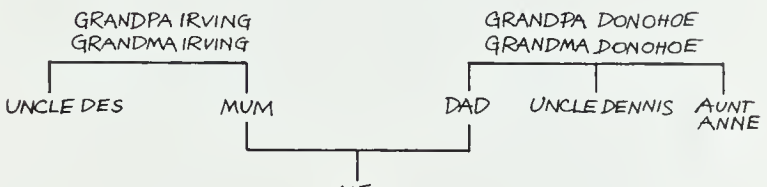
In a class discussion, answer questions 1-4 on page 21.

1. The third-row kids

Extend the discussion to explore the relationship between grandchildren and their grandparents. In the illustration on page 21, all the boys and girls in the third row, or generation, share one common set of grandparents: Nonno and Nonna. Mention that these third-row kids also have a second set of grandparents.

2. The family tree

Exploit the discussion to solve a problem: "Where does the second set of grandparents come from?" Some students may know. Let them tell you. Develop a "tree" based on their responses or illustrate your own or invent one.



"Who is 'me'? Is 'me' an Irving or a Donohoe?"

"Why would anyone call a diagram like that a Family Tree?"

Some students may want to reproduce their own family tree with parents acting as research assistants. The "trees," mounted on Bristol board and illustrated with photographs or drawings, make an attractive classroom display.

3. Family time line

Encourage each student to bring to school something that is a precious possession. Ask that the item bear a label showing the approximate date of acquisition.

Arrange the items in order of age along a shelf or ledge. Next, plot a time line on tape or paper along the shelf. Locate each item along the time line.

Pose the problem "How can you build your own time line?" Offer suggestions: plot birthdays in your family; important holidays in the year; dates on which you began and finished a book; important events in your life. Insist on a heading. Use strips of paper cut from large, lined sheets like an experience chart. (Toilet paper can be used if a student wants to extend the project into the far distant past.)

Pages 22-25
The Trip

This sequence of the narrative further explores interpersonal relationships within the Greco family and introduces the map-related skills on pages 26 and 27.

Reproduce this sketch on the chalkboard.

"What do you think this picture represents?"

Students should recognize a bridge, a car on the road, and an intersection.

"It represents the last part of the Greco's trip to the farm. Read on and find out what happened at the two places in the picture marked with an X."

DISCUSS:

- Who are the people in the picture on text page 22? What do you think they are saying?
- How did the family share in the work of getting ready for the trip?
- Maria is the baby of the family. How do her brothers treat her? How can you tell?
- What are the advantages and the disadvantages of being
  —the youngest child in the family?
  —the eldest child in the family?

Pages 26-27
Mapping Skills

This exercise is a continuation of the mapping skills developed on text pages 4 and 5: Getting to know Greg's neighbourhood. It is important that students be exposed to a wide variety of mapping experiences as frequently as possible.

An obvious extension to the picture-map of Uncle Joe's farm on pages 26-27 is a trip to a farm where students can see and experience all of the exciting features described in the text. There are also many good movies available.

DISCUSS:

- What homes does Uncle Joe provide for his farm animals?
- What is the blue object beside the gate? Why isn't it inside the gate? What is the little flag for? (Flag up means there is mail in the box for pick-up either by the mail driver or by Uncle Joe.)
- What other details can you see? Say where first. Give a reference like "beside," "at the top," "to the left," etc.

"Let's make a list of the references we use." Apply, "I spy with my little eye . . ." to the picture map on pages 26 and 27 and on pages 4 and 5.

- First one, then another, student can give a reference to a feature on the picture map with as much detail as possible, e.g., "I spy with my little eye something to the right of the chicken house and almost beside the lower, righthand corner of the chicken house." (A gatepost)
- If students make it a team game, they can impose some sort of penalty for vague or incorrect references.

Creating a legend

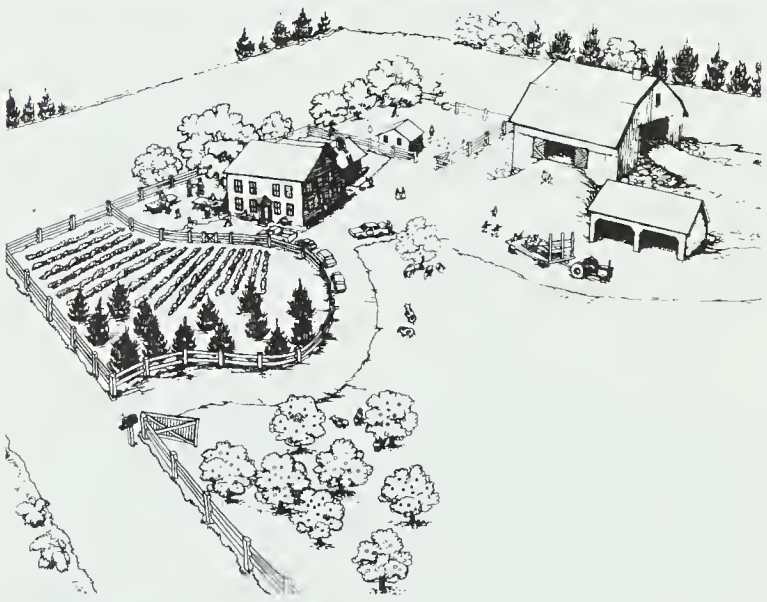
- Use the discussion about the homes that Uncle Joe provides for his animals to extend the list to include all farm animals.
- Beside the name of each animal, identify the name of its home, e.g.,
  horse—stable
  pig —sty
  dog —kennel or dog house
- Ask students how they would show these homes on a picture map.
- Students can work individually, or in pairs, at the chalkboard or on paper at their desks.
- Pick the symbols that seem to occur most often in order to create a class legend.
- Make the list of references part of your class spelling list.

Use the same procedure to develop legends for vegetables and crops. Apply the legends to a plan for "My Dream Farm."

- Give each student an outline with some features like a farm lane, fences, a pond, and the borders of fields. Invite students to plot the rest.
- Give students a large sheet of blank paper. Let them plan their own Dream Farm from the roots up.

EVALUATION ACTIVITY

Making a model Dream Farm



- Divide students into groups.
- They will need mural paper, tape, Plasticine, sponge, paint, such materials as cloth, plastic, styrofoam; models of animals, cars, farm machinery, etc.
- Have each group draw a new plan for its Dream Farm on a large piece of mural

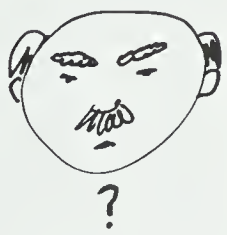
paper, or use a plan from a former activity. Tape this paper to a table.
- Make the various buildings from Plasticine. Students should try to control the size of the buildings, so that they are in scale with the plan.
- Use various bits and pieces to make fences, trees, crops, etc.
- Use toy model cars and farm machinery such as Dinky and Corgi products.
- Collect plastic animals for the farm.
- Give the farm a name on a sign.

EVALUATION ACTIVITY

Pages 28-31
The Picnic

"Read the story to find out what part each person played at the picnic. Who was the leader? Who worked on the roof? Use the picture on page 28 to pick out the people who didn't seem to have any special jobs. Diagram your answers like this."

No special job. Perhaps he helped his Dad on the roof.



Worked on the chimney.

DISCUSS:

- How many different ways are there of referring to fathers, mothers, and grandparents?
- What special names and nicknames do you use for people in your family?
- What is the origin of some of these names? (Nonno and Nonna are the terms used by Italian families to identify grandparents. *Nonnus* is a Latin word meaning "monk," a word also associated with an old gentleman.)
- How do you feel when your name or the name of a friend is mispronounced? Why? What conclusion can you draw from the way people feel about names that are mispronounced?

Writing a story

Tell students to:
- Write a short story that tells what they enjoy doing when they are with their ___?___.
- Illustrate your story with a picture.
- Give it a title.

Inviting a grandparent to the class

- Not everyone is fortunate enough to have a living grandparent with whom to share and tell stories. Prepare an invitation.
- Prepare a number of questions to ask the visitor.
- Ask the visitor to bring articles or photographs that tell something about the world in which grandparents grew up.
- Ask the visitor to demonstrate or tell about some special skill or hobby he or she may have.

Making a survey of jobs around home, today and yesterday

- Conduct a survey to see what jobs classmates do around home. Make a list of these jobs.
- Find out from parents and grandparents or from elderly neighbours what sort of jobs they were expected to do around home when they were your age. Make another job list.
- Compare the two lists. Which jobs seem to have changed little over the years? Which jobs are you asked to do that the older people never did? Why would they not have done them? What jobs did they do as children that are no longer necessary? Why?

Planning a class picnic

The next time you take the class on a picnic, make the most of an excellent learning situation.

1. Pre-plan the lunch with your students. (Think of nutrition.)
2. Have several students go out with parent-helpers to shop for the picnic.
3. Prepare the food in the class. Make sure that the girls and boys share the work.
4. Remember the "good manners" activities that were suggested earlier in this chapter.

Classifying foods

Your students can work as a class or in small groups.

- Extend the assignment on text page 30. Relate it to classification. Problem: "What other ways are there to classify food?"
- Discuss the purpose of classification. Search for examples in the school setting. (Staff people are classified according to function, as are school supplies and textbooks.)
- Collect illustrations of various foods from: advertisements of packaged food; the packages themselves; samples of the foods themselves.
- Provide several collection points.
- When the collection points are overflowing with materials, assign the task of classifying the contents and displaying them.
- Invite students to choose from among a number of alternatives for display—for instance, lists of words and/or illustrations in chart form; shelf/table displays of real food and of containers.

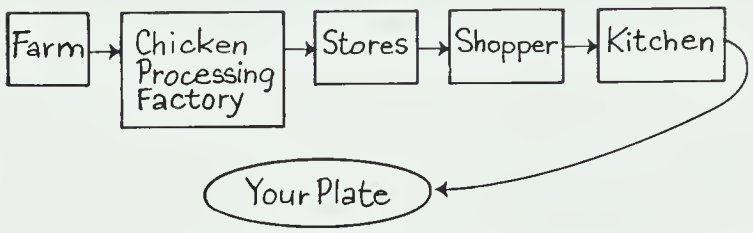
Sample categories:
Fruit: fresh, dried, imported, local
Vegetables: fresh, processed
Meat: fish, fowl, animal, and such animal derivatives as eggs and milk
Junk foods
Nutritious foods
Food for breakfast, mid-day, evening
Food we usually cook or eat raw.

EVALUATION ACTIVITY

Designing and making a mural about getting food to the table

"Many people play a role in getting food to our tables. For instance, how does a chicken get from the chicken coop to your plate?"

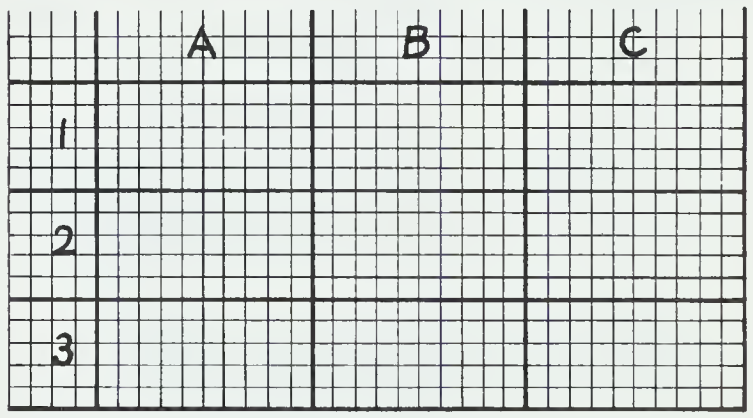
Develop the following flow chart on the chalkboard.



"What different people do you think have something to do with getting the chicken to you?"

- Divide the class into groups.
- Have each group select a food that they would like to show on a mural.
- Each group
  —makes a flow chart first, similar to the one on the chalkboard.
  —draws a picture of each of the steps in the process.
  —paints the pictures; cuts them out; pastes them on to the mural paper.

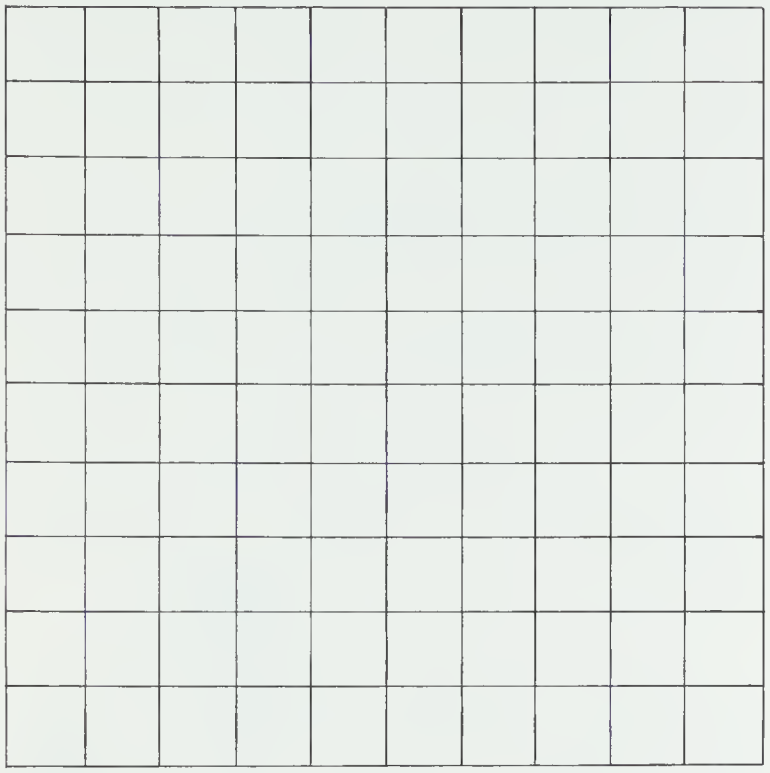
At the farm

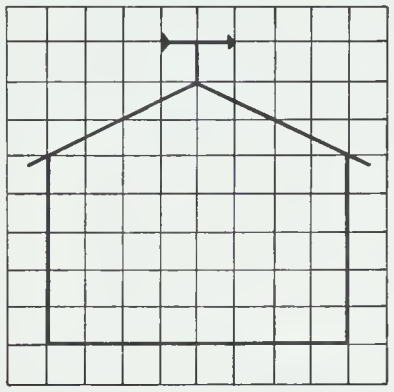


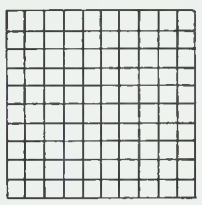
1. Have students sketch the following features where they should appear on the grid.

A-1 Farm house
A-2 Chicken coop
A-3 Mail box
B-1 Barn
B-2 Picnic table
B-3 Farmer
C-1 Cow
C-2 Tractor
C-3 Apple tree

2. Give each student a piece of paper with three grids drawn on it. Draw a barn in the centre grid and challenge pupils to draw barns in the other two grids.





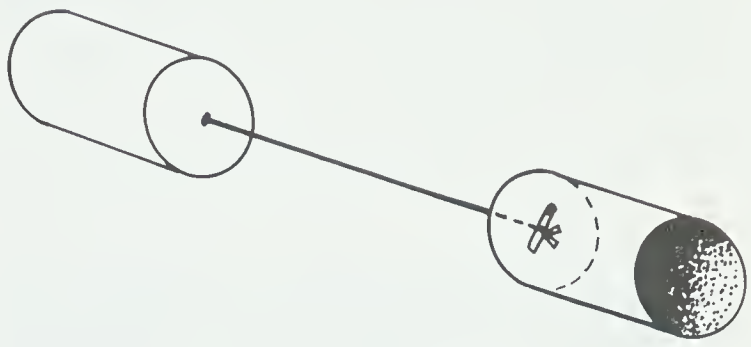


Constructing a simple telephone

1. *Your students will need:*

   —2 empty tin cans, large rather than small (with one end removed from each)
   —good-quality string.

   What they do is:
   - Punch a small hole in the end of each can.
   - Pass a length of string through each hole.
   - Attach a wooden match to each end of the string.
   - Pull the string back so that the matches lie against the inside bottom of the cans. They act as anchors.
   - Hold the two cans apart so that the string is taut. Speak directly into one can. When listening, they should hold the other can close to their ear.



2. *Encourage dialogues about making plans.* (Use the dialogue on text pages 16 and 17 as a model.)

   a) Mr. Greco plans the picnic with Uncle Joe.
   b) You want to meet a friend and watch TV after supper.
   c) You decide to have a surprise party for a friend so you call a classmate to help you.
   d) An out-of-town visitor telephones from the airport for a ride. You have to take the call and arrange something because your parents are out.
   e) The TV repairman calls. He's only two blocks away but he can't find your home. Explain how he can locate it.

3. Runaway Red

Introduction

Fry Readability Scale: High Grade 2

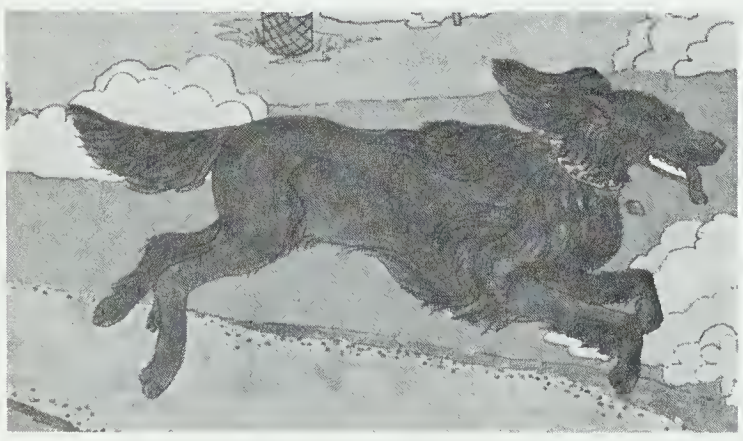
While Vera was taking her dog "Red" out for a walk in the park, she made a decision that affected what she would do for the rest of the day. She let Red off the leash. Red promptly ran away and got lost. This story describes all of the complications that resulted from Vera's small mistake.

Events follow this sequence:

pp.
32-35 *Escape* (Red runs away from Vera because Vera breaks a rule; Vera has a problem.)
35-37 *The Search* (Vera begins to search the community; she asks for help and develops a plan of action.)
38-39 *Mapping Skills* (Getting to know Vera's neighbourhood)
39-40 *On the Trail* (The search continues; Vera puts her plan to the test.)
41-42 *Vera's Neighbourhood* (A different view)
43-44 *Capture* (Red is finally found; problem solved.)

Purposes

1. Becoming familiar with the geography of the community
2. Learning the behaviour that helps one become an active, well-adjusted member of society
3. Understanding the environment
4. Developing the ability to make informed and rational decisions
5. Developing a system of personal values.



Pages 32-35
Escape

DISCUSS:

- How many of you own a pet?
- How do you feel about your pet?
- What do you do to show that you care for it?
- In what ways does your pet rely on you?
- What may happen if you don't look after your pet?

"Our story today is about a pet belonging to a girl named Vera. Her pet is a dog called Red. Vera breaks one of the rules about walking her dog and she has a problem.

"Look at the picture on pages 32 and 33. What breed of dog is Red? What is Vera's problem? Read on to see if you are right."

Discussion that grows out of the questions on text page 35 will give you an opportunity to relate Vera's problem to the problem of the three boys building a tree house. The search for a solution follows the same steps.

Pages 35-37
The Search

"What plan did Vera decide to act on? Whom did she ask for help? What do the pictures on pages 36 and 37 tell you? Who are the people? How are you going to find out?"

When students come to school, they have various perceptions and ideas about rules. They understand that there are rules to be followed in the family and accept them. As their experiences broaden, it is important that you encourage students to respect rules by helping them understand why rules are created.

The concept of rules and rule-making are introduced and developed in this chapter.

DISCUSS:

- What is a rule?
- Why do we have rules?
- Who makes them?
- Do you like to make up rules? When? Why?
- What happens when rules are broken?
- What is the difference between a rule and a law?

Rules in the neighbourhood

- There are rules or "laws" all around you. Find them. Make a list of all the rules that you come across in your neighbourhood. Draw any signs you see.

- Who makes these rules?
- Who puts up the signs?

Rules in the classroom

- What rules do we have in the classroom?
- Which rules do you think are good ones? bad ones? Why?
- Who makes the rules in class?

Divide the students into groups. Each can list classroom rules in the following categories.

CLASS RULES WE LIKE	CLASS RULES WE DON'T LIKE	NEW RULES WE SHOULD HAVE IN THE CLASS

Extend this activity to take in the rules of the school.

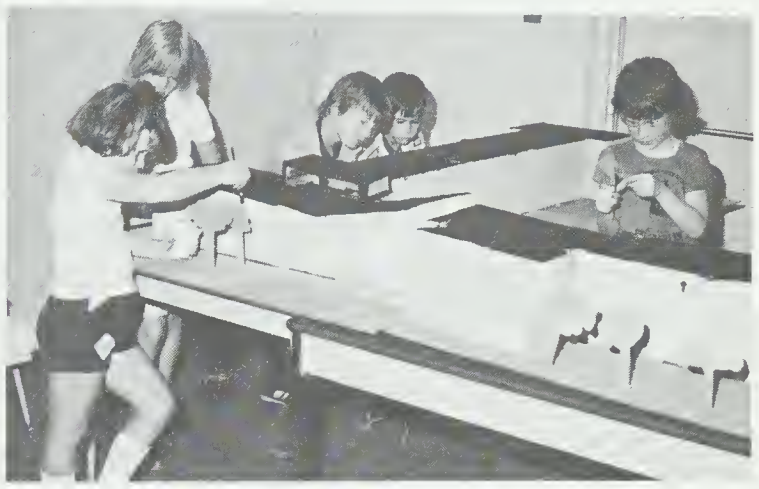
Pages 38-39
Mapping Skills

Introduce the idea of symbols on pages 38-39.

"Look at the pictures of things on the map. What do they mean? Where does it tell you on the map what they are? What is this part of the map called?"

Identify Vera's home. It's a town house (page 35). (Some students will miss the reference.)

When you have gone through the questions on page 38 with students, they will be ready for many "hands-on" experiences to do with their own community.



Making a model of your school

"Look at page 42 of your textbook. What are the children building? What materials did they need to make the model?

"Before you can build a model of your school, you will need to collect some information.

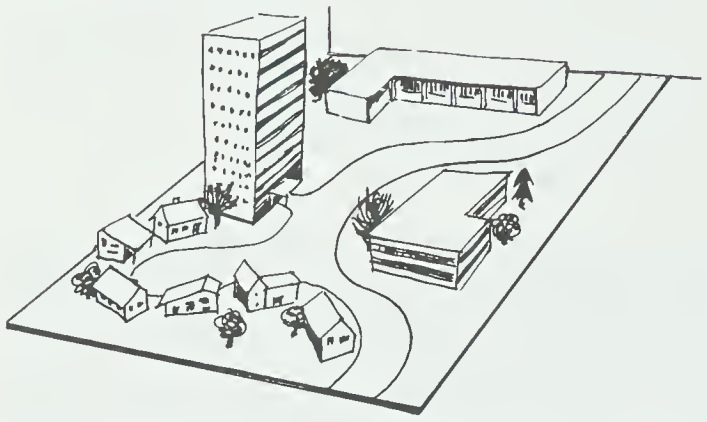
"Walk around the schoolyard and answer the following questions. Write and draw your answers."

- What is the shape of the school from the side? from the top?
- What is the shape of the schoolyard from the side? from the top?
- Where is the school located in the yard?
- Where do you find grassy areas? paved areas?
- Where are the driveways and paths that lead into the schoolyard?
- Which is the highest part of the school? the lowest?

Making a model of your neighbourhood

Select a group of students to work on the model of the school and then introduce the idea of the school being part of the neighbourhood.

Section off a portion of the classroom floor for a large-scale model of the neighbourhood. This will enable the students to use much larger materials for their construction. Students can now:



- Use cardboard boxes for houses, apartment buildings, the school, etc.
- Label the buildings with the family name as well as a number.
- Make the streets out of strips of brown paper painted black.
- Print the names of the streets on the paper.
- Add other details (as much to scale as possible), e.g., twigs from branches for trees; construct signs; bring in toy cars, trucks, people, etc.

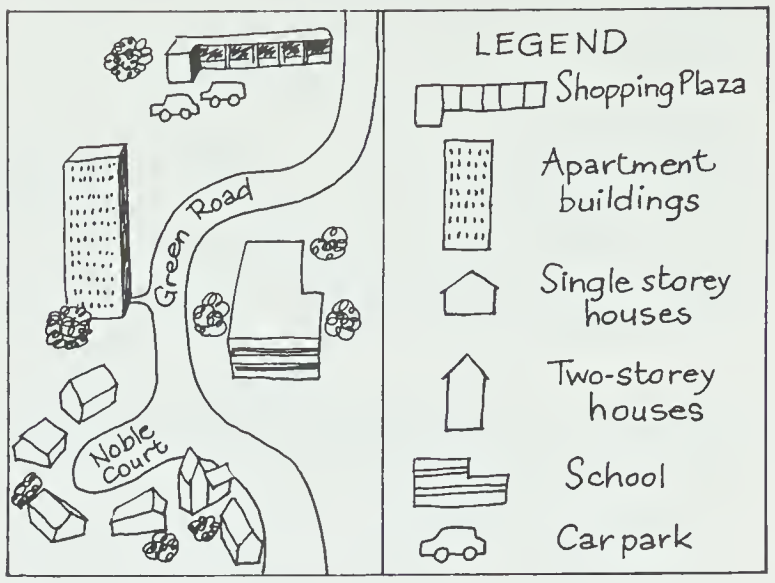
Use this model to develop mapping concepts — location, distance, direction, scale, etc. Ask questions frequently.

During the construction of this particular model, students should be encouraged to go out into the neighbourhood on specific tasks. (Names of streets/location of signs/type of play equipment in the park, etc.)

Making a pictorial map of your neighbourhood

The information of the three-dimensional model of the neighbourhood can be used to create a two-dimensional pictorial map something like the one on text pages 38-39. (Remind students to include a legend!)

The pictorial map might look something like this, using large mural paper.



Have students:

- Sketch the various features and paint them.
- Cut them out and stick them on the mural paper.
- Include as many signs and trees as possible.

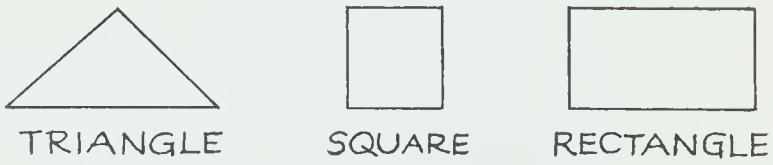
DISCUSS:

- What changes are taking place in our neighbourhood (construction, people, etc.)?
- What are the effects of change on our neighbourhood (parkland replaced by shopping mall, store replaced by apartment building, stores and services replacing houses, etc.)?

Studying the shapes of homes

While walking in the neighbourhood, students could also be collecting information about the shapes of the various homes they see.

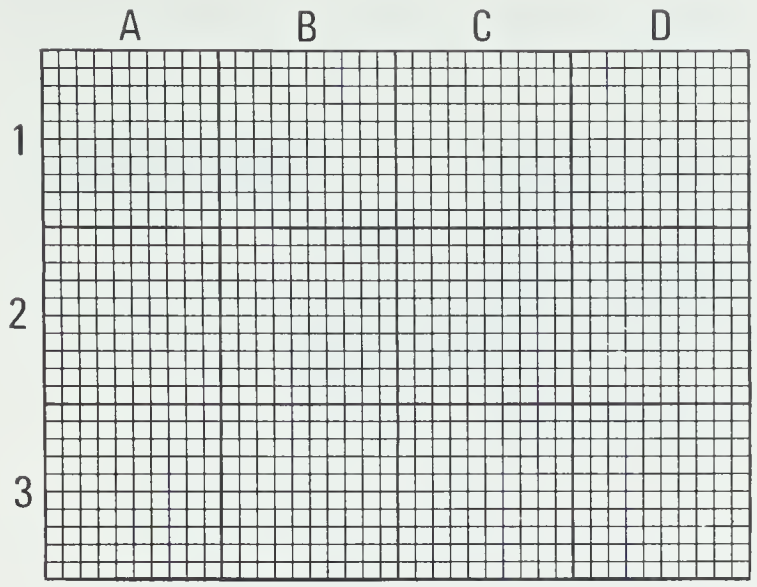
"Where do you see these shapes?"



Plotting features on a grid

Distribute grid sheets.

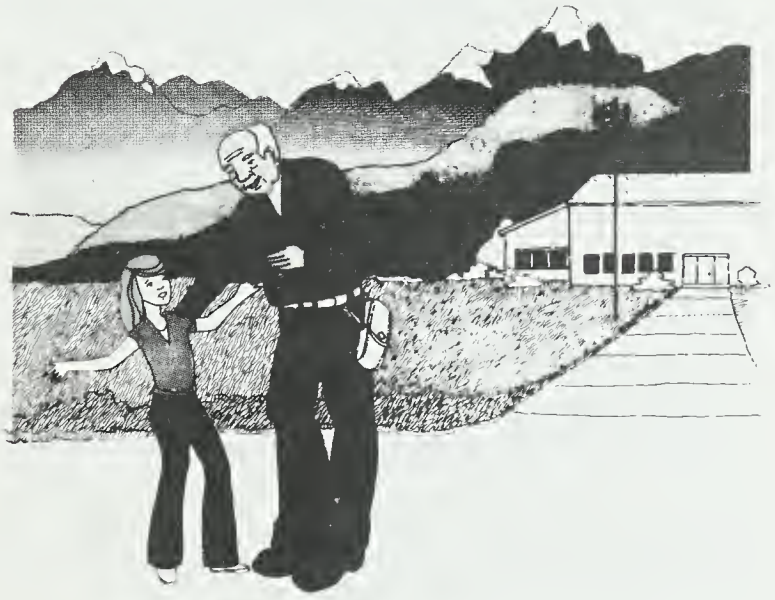
Students can use the symbols from the legend on the neighbourhood map to show each object in the correct square on the grid.



A-1 Plaza
B-2 Apartment buildings
C-1 Single-storey house
A-3 Two-storey house
D-2 School
C-3 Car park

Pages 39-40
On the Trail

When Vera lost her dog, she asked people if they had seen Red. Vera was lucky because it is easy to describe what a red setter looks like. It's more difficult to describe people.



DISCUSS:

- How would you describe a missing child to a person on the street?
- How would you describe yourself? What features do you have that stand out in addition to the clothes you are wearing?

Playing "My Child is Lost"

- Select a student to be a "Police Officer" and another to be a "Parent."
- The "Parent" has to describe a student in the class who is lost. (The "Parent" should concentrate on behaviour and personality, not physical characteristics.)
- The "Police Officer" tries to guess who the "lost child" is.
- The game continues with different students assuming these two roles.

Getting to know your neighbourhood

Divide the class into groups. Each group, led by a parent-volunteer, can investigate different features of the neighbourhood.

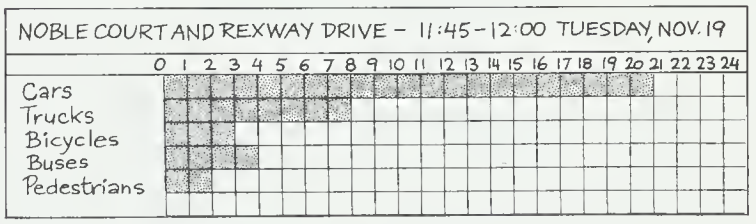
Whom do you see on the streets?

- Parent-volunteers should stop frequently during the walk so that students can write down what they see.
- Groups return to school and collate their information.
- Information should be arranged in various classifications and written up in chart form.

PEOPLE ON THE STREET				
WHO?	WHAT WERE THEY DOING?	BY THEMSELVES?	WITH OTHERS?	HOW MANY?
LETTER CARRIER	Delivering mail	yes	no	
OLD LADY	Walking dog	yes	no	
YOUNG CHILDREN	Playing in sand pile	no	yes	3
GARBAGE COLLECTORS	Collecting garbage	no	yes	2

What is the traffic like in your neighbourhood?

- Student groups should be taken to two or three places in the neighbourhood and given a set period of time (10-15 minutes) to record traffic.
- Have students record this information on graphs (a separate graph for each location).


NOBLE COURT AND REXWAY DRIVE – 11:45–12:00 TUESDAY, NOV. 19
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Cars
Trucks
Bicycles
Buses
Pedestrians

Compare the data.

- What is the most common type of traffic at all corners?
- What is the busiest corner? the least busy?
- In what direction is most of the traffic going?
- Which part of the neighbourhood is the safest? the most dangerous? Why do you think so?

EVALUATION ACTIVITY

What words belong in your neighbourhood word list?

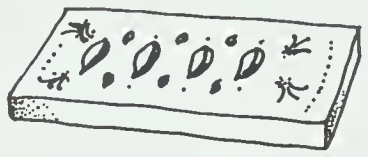
Example:	mailbox	newspaper box
	oil truck	garden
	driver	electrician
	fire hydrant	gas station
	variety store	church, etc.

- Students should divide the words into various categories.
- Display the words around the classroom. Add to the lists.
- Use the words for spelling each week.

EVALUATION ACTIVITY

What are Nature's signs in the neighbourhood?

- Organize a group of students to collect various objects that are common in the school neighbourhood. (Dry weeds, seeds, pebbles, sand, nuts, berries, etc.)



- Wet blobs of clay (Plasticine can also be used) and roll them into flat shapes.
- Press the objects collected onto the clay to make different patterns.

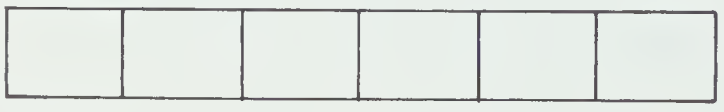
- Arrange dry weeds and grasses in a pleasing pattern to make a centrepiece.

What are the signs of the seasons in the neighbourhood?

Have students record special events at the close of each season.

- Draw a picture in each of these frames to make a filmstrip of seasonal events.

1. Winter



Pages 43-44
Capture

"Why are there some lessons that people seem to have to learn for themselves?

"What were the consequences that followed when Vera let Red off her leash? One consequence may be that Vera will keep Red on her leash from now on.

"Read on to find out what other consequences resulted from Red's escape." (Vera had a big mess to clean up behind the Mall. She probably would have had to give Red a bath.)

DISCUSS:

- What did you find out about Vera in this story?
- Was she a big cry-baby or did she show courage and initiative?
- Did she accept the consequences of what she had done, or did she make excuses and put the blame on other people?
- Did she give up or did she make a plan and follow it through to a solution?

What do you know about your neighbourhood?

This exercise could be used as a means of evaluating how well students have come to know their neighbourhood.

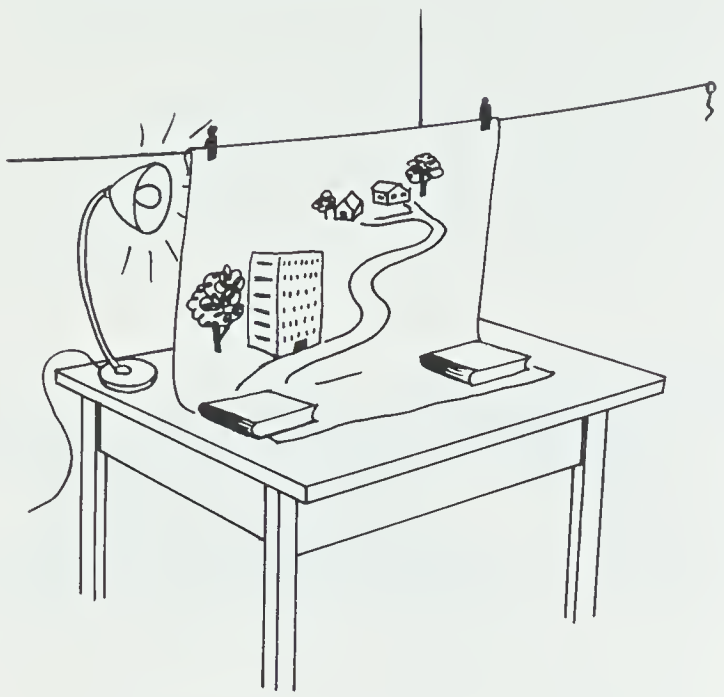
- Where do I go?
- Whom do I see?
- Who talks to me?
- What do I hear?
- Whom do I like to meet?
- What is growing?
- What changes come with winter and summer?

"How well do you know your neighbourhood? Use symbols, pictures, and words to answer all the questions."

EVALUATION ACTIVITY

Making a shadow puppet theatre for Runaway Red

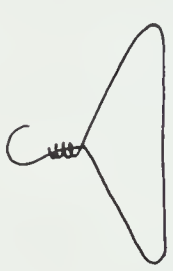
Make the screen from a thin cotton sheet and set it up on a strong piece of string. Place a strong light behind it.



Paint scenery on the sheet.

Clothes pins to keep sheet on the line.

Make the shadow puppets out of wire coat hangers, thin wire, tissue paper, and adhesive tape.



Ⓐ Pull the wire coat hanger into the outline shape of the people and animals.

Ⓑ Add the wire to make the details.

Cover the frame with tissue paper.

- Have groups of students put on a play about Runaway Red. "Show some of the things she did. What new adventures can you think of?"
- Darken the room and switch on the light behind the screen. Hold up the puppets behind the screen and start the play.

"Let's find out . . ."

- Why do the streets in a neighbourhood have certain names?
- Why have certain changes in the neighbourhood taken place?
- What changes may take place in the neighbourhood in the future?
- What changes would you like to see made in the neighbourhood?

4. Emergency!

Introduction

Fry Readability Scale: Low Grade 3

One wet afternoon, as they walk home from school, Christie and Karl Devin become involved in a traffic accident. The story describes the events that take place as a consequence of this accident and introduces the network of people and services that is available to a community.

Events follow this sequence:

pp.
46-47 *At the Crosswalk* (Concept of safety is introduced)
48-49 *Mapping Skills* (Becoming familiar with the neighbourhood)
50 *Safety First* (The safety specialists)
51-53 *The Accident* (A rule is broken; one consequence is an accident.)
54-59 *The Police Officer* and *Help Arrives* (Many people help one another in an emergency.)
60-61 *The Petition* (Social action)

Purposes

1. Expanding one's knowledge of the community
2. Learning the behaviour that helps one become an active, well-adjusted member of society
3. Developing the ability to make informed and rational decisions
4. Understanding that communities respond to the needs of community members through varying networks
5. Developing a system of personal values.

Pages 46-47
At the Crosswalk

This introduction to the chapter develops the point that certain rules are adopted by communities to protect citizens. Like the story "Runaway Red," "Emergency!" justifies the necessity for making rules and explores the consequences of breaking them.

DISCUSS:

- What is a crosswalk? How can you recognize a crosswalk when you see one?
- What are the rules for pedestrians at a crosswalk?
- What are the rules for drivers of vehicles at a crosswalk?

"Who are the children under the umbrella on page 46? Who is waiting for them at the crosswalk? Read and find out on pages 46 and 47 in your book."

After students have read to the bottom of page 47, discuss Mr. Laporte's motto, "Safety first," with them. List it with such other mottos as, "Silence is golden," "Think before you speak," "Do or die," "Love your enemy," "Be prepared," etc.

DISCUSS:

- What is a motto?
- What does Mr. Laporte's motto mean?
- What are examples of everyday safety measures? (Crosswalks, traffic signs, fire hydrants, sand and salt boxes, smoke detectors, etc.)

Pages 48-49, 52-53, 56
Mapping Skills

The three maps in the chapter have been designed to give the students three different views of the same area. Develop the mapping skills as outlined in the questions under each map.

DISCUSS:

- How can you tell that the map on page 56 shows the same area as the map on pages 48 and 49?
- What do you see in these maps that are similar to what you see in your own neighbourhood?
- What do you see in the maps that is not found in your neighbourhood?

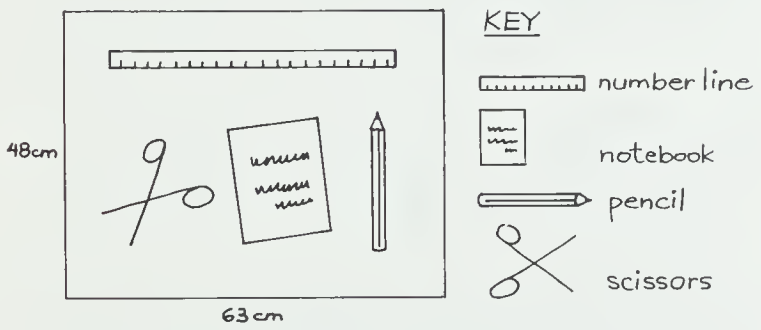
When students have had many opportunities to participate in three-dimensional modelling activities, they should be introduced to some simple two-dimensional exercises.

Mapping the surface of the classroom desk

Encourage students to think of themselves as birds hovering above their desk tops. Ask them what they can see. Then tell them to:

- Arrange four articles on the top of the desk.
- Stand on the chair and look down at the desk top.
- Sketch what they see.
- Draw a key beside the sketch and label it.
- Measure the length and width of the desk in centimetres.
- Add these dimensions to the sketch.

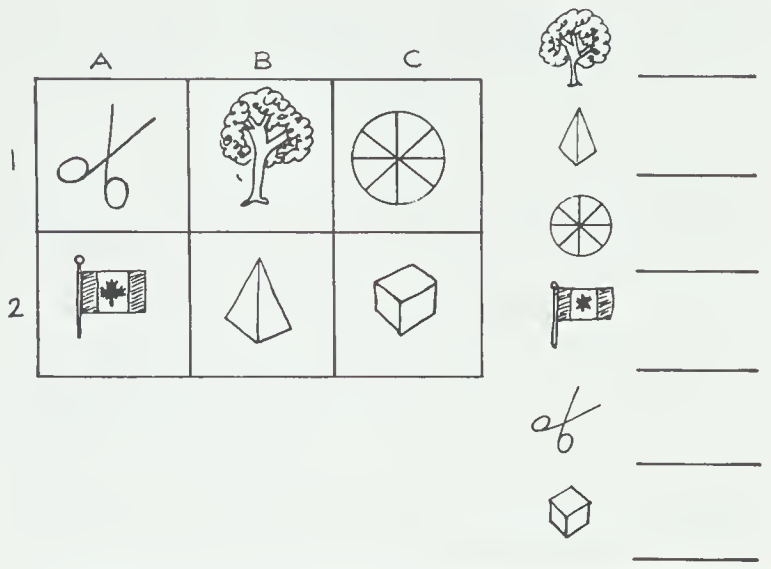
Student efforts should look something like this:



EVALUATION ACTIVITY

Making a grid reference

- "In what square of the grid can you find each symbol?



"Show me the way you go home."

Have students:

- Sketch a map to show how they get home from school and mark in the following:
  — the homes of friends (blue)
  — the school (yellow)
  — home (green)
  — stop signs (red)
  — the streets (black)
- Make a legend to show what the colours mean.
- Label all the streets by name.

EVALUATION ACTIVITY

Page 50
Safety First

"Three people who are concerned with safety and the application of rules are shown in the photographs on this page."

DISCUSS:

- What does each person in these photographs do?
- What is special about their jobs?
- What would each one have to know before being able to do the job?
- What safety equipment can you see in these pictures?
- Who would train these people?
- How can we help these people in their jobs?
- When might each of these people feel afraid? happy? angry? sad?
- What people in your community do similar jobs?

Pages 51-53
The Accident

DISCUSS:

- What do you think is the cause of a lot of accidents?
- When an accident happens, why do people crowd around?
- What kind of help do you think might be useful at an accident? What would you do?

"Read about the accident at Queen and Main. Find out how Christie and Karl were involved."

Conflict situations arise all the time. If they happen at school, then that is the time for you to help your students learn positive ways to solve problems. By being taught these social skills in a consistent manner at school, pupils will be able to learn about themselves and how to react to various situations.

DISCUSS:

"Just suppose that Christie recognized the girl who rode her bicycle into the crosswalk. It was one of her friends who was in the same class. Christie became very upset and didn't know what to do."

- What would you have done if you had been Christie? Why?
- What if Christie had decided not to tell anyone? Would that have been sensible? Why or why not?

"How did different people react to the accident?"

- Mr. Laporte
- Christie
- The woman with Karl
- Karl.

"How would you have reacted? What would you have done first? second? third?"

Making an emergency telephone call

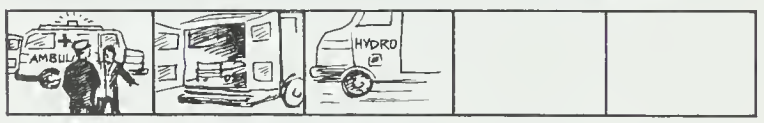
Use toy telephones or the tin-can telephones made earlier to give each student the opportunity to make an emergency telephone call about an imaginary accident that has taken place outside his or her home.

- Whom should you call?
- What telephone numbers should you dial?
- What information would you give?

Pages 54-59
The Police Officer and *Help Arrives*

"A variety of people are available in a community to assist in an emergency. In this story, people with special skills and talents arrived on the scene. Find out who they are, what they do, and what they bring."

Making a filmstrip



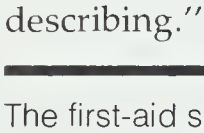
Have students:

- Make a filmstrip to show the order in which people arrived at the scene of the accident.
- Draw a picture of each person.
- Write a sentence underneath each drawing to tell what the person did to help.

The safety specialists

- Make a chart of the people who came to the scene of the accident to help.
- Note, beside each name, the special skills and the special tools each brought.

- Write a short sentence to say what each person did.
- Place the answers on a large sheet, something like this.

People	Skills	Tools	Jobs
police officer 	first aid traffic control crowd control reports	radio police car gun whistle	The police officer was the first to arrive. She made a report and called for more help.

Writing an accident report

The police officer wanted Christie to stay around to tell her what had happened. Have students:

- Write down, in their own words, what Christie might have said in her report.
- Share what they have written with someone else in the class.

EVALUATION ACTIVITY

Playing the "Police Officer" Game

Select someone to be the police officer. Choose someone else to describe a "lost child" (a member of the class) to the police officer. Instruct them to say:
"I have lost my child. He/She is ____ years old. He/She has _____ eyes and _____ hair (colours) and is about _____ cm tall. He/She is wearing _____, _____, _____. Guess whom I am describing."

The first-aid specialists

Discuss illnesses and injuries that require attention.

- How are illnesses and injuries handled here at school? at home?
- Have students make a chart of the illnesses and injuries that are looked after by various people.

Parents, Teacher, School Nurse	Family Doctor	Hospital Doctor
cuts bleeding nose	fevers infections check-up	broken arm operation

- Add these people to one of the columns above the line in the chart: firefighter, ambulance attendant, police, Guides and Scouts, lifeguard.

Safety check: the first-aid kit

Open a school first-aid kit in the classroom.

- What is in the kit? Let's make a list of the contents.
- What is the name of each item?
- Is anything missing? What?
- Where should we keep a first-aid kit?
- What is it for?
- Who should be responsible for it?
- What other emergency equipment is there in the school? at home?

Pages 60-61
The Petition

"How might your parents feel if you came home from school one day in a police cruiser?

"How do you think Mrs. Devin reacted to the story about the accident? Read on and find out."

Community action

Ask students to think about something in their community that they would like to see changed or improved. They must prepare a plan to make sure that their change is made.

Tell students to:

- Work in small groups.
- Decide what they want to ask for; write down several ideas first; then pick one idea; make it sound reasonable.
- Prepare a petition. Make it brief, clear, and polite.
- Decide to whom it should be addressed (store manager, councillor, principal).
- Decide what the next step might be if they don't get what they request.
- Report to the class on their petitions.

EVALUATION ACTIVITY

5. The Santa Claus Parade

Introduction

Fry Readability Scale: Low Grade 3

Almost every town and city in Canada has an annual Santa Claus Parade. You can help students realize how much planning and co-operation has to take place among the citizens to make something like a parade a success.

Events follow this sequence:

pp.
62-65 *Before the Parade* (Many preparations have to be completed. Many problems have to be solved.)
66-67 *Mapping Skills* (The parade route)
68-73 *The Parade* (Many people participate.)

Purposes

1. Developing insights into the functioning of groups and the individual's roles in them
2. Understanding that communities respond to the needs of community members through varying networks
3. Expanding one's knowledge of the community and its people
4. Developing the ability to make informed and rational decisions
5. Developing a system of personal values
6. Developing creativity, confidence, and physical fitness through physical activities.

Pages 62-65
Before the Parade

"Are the members of your family usually in agreement about the plans they want to make? the food they like to eat? the television programs they like to watch? Why are they able to agree or why can't they?

"How do you make plans in your family? Who makes the decisions?

"You think you have problems! What sort of problems would you have if you had to organize a Santa Claus parade? Start reading on page 62 to find out."

"Paint a poster! Santa is coming."

Advertise the Santa Claus parade next week.

- Paint a poster.
- Write some words on it.
- Where will be the best place to put the poster?
- What else can you do to make sure that everyone will come to the parade?

Making predictions and solving problems

- What will happen if it rains on the day of the parade? snows?
- What can be done if Santa gets sick just before the parade?
- What should be done to make sure that the crowds don't interfere with the parade?

EVALUATION ACTIVITY

"Finish the story."

"Half an hour before the parade is due to begin, Wayne starts to get dressed. His uniform looks good on him. The pants are pressed, and his buttons are very bright. He reaches under his bed to get his boots. They aren't there!"

Weather reports

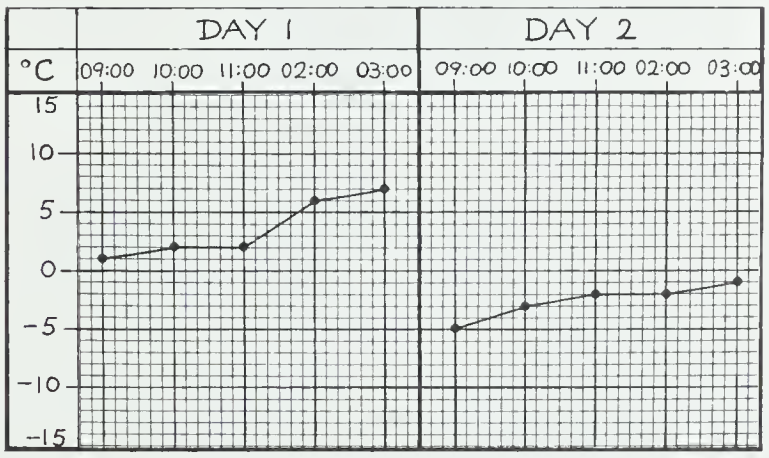
Make a record of the weather during the week before the parade.

Saturday	
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Ask students:

- What information does this record contain?
- What does it tell you about the weather one week before the parade?
- What *general* predictions can you make about the weather on the day of the parade?

Keep a record of the temperature changes that take place on two days in the week before the parade. Listen to the radio for the hourly weather reports and/or put a thermometer outside the window. The record might look like this.



Examine the information on the two days with students.

- Which day had the highest temperature? the lowest?
- What is the relationship between the time of day and the temperature?
- What *general* predictions can they make about the temperature on the day of your Santa Claus parade?

Pages 66-67
Mapping Skills

Assist students in answering the questions about the map and then extend these with the following activities.

"Where am I?"

- I came out of the post office and turned right. I turned right at the first corner. I followed this street to the very end. Where am I?
- I am in the tallest building in town. Where am I?
- There are trees all around me. Where am I?

"How will I get there?"

In your own words, give the directions for the fastest route.

From

a) Police Station
b) Apartments
c) High School
d) Fire Station

To

Hotel
Plaza
Arena
Maple and Main

EVALUATION ACTIVITY

Sketching the parade route

Develop the outline of a simple, large-scale map on an experience chart or the chalkboard.

- Let students provide the data for you to plot on the map.
- Plot the route of the parade being held in your community.
- If there is no parade in the community, how would your students route a parade? Plot their route.
- Mark and label key streets and features.
- Include a legend.

Pages 68-73
The Parade

"Look at pages 68 and 69. Who are the men in the foreground in blue caps? What are they doing? Is one of them Mr. Furness? Read about the parade to find out."

Working together

Help your students to realize that life in a community requires the co-operative effort of many people.

Divide the class into small groups and appoint one person in each group as the leader.

Assign one of the following illustrations from previous chapters to each group for discussion and interpretation.

page	
1	The family picnic
8, 9, 10, 13	Building a tree house
18	Mealtime
28, 29	Fixing things on the farm
42	Building a model
55	Accident at the crosswalk
58, 59	Cleaning up after the accident
68, 69	The crowd at the parade

- What is happening in the picture?
- Who seems to be the leader or the person in charge?
- What does each member of the group seem to be doing?
- What kind of co-operation among these people is needed?
- What are some of the problems that might arise?

Each leader reports the group's conclusions to the rest of the class.

EVALUATION ACTIVITY

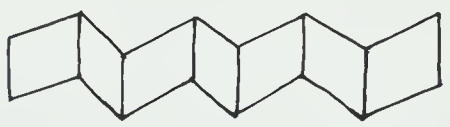
Painting a mural of a Santa Claus parade.

Instruct the groups to:
- First paint a background on the mural paper. Draw floats, people, and buildings on construction paper.
- Colour these illustrations, if necessary.
- Cut them out.
- Paste them on the mural.

The Santa Claus Parade

Supply various materials to construct floats for the parade, e.g., cardboard boxes of different sizes, clay or Plasticine with buttons for wheels, small wheeled toys that are "dressed-up" with coloured paper or other materials.

Designing a parade fold-out



Have students:
- Make a long fold-out of paper (preferably construction paper) to represent a parade.
- On each fold sketch a part of the parade and also write a sentence about it underneath.

Marching to music

Take the class to the gym. Select a record of "marching music."
- Let your students listen to decide what movements the music suggests.
- Allow them to improvise in time to the music.
- Then march to the music.
- When they are reasonably competent, have them try to march "in step."
- Remember: "Practice makes perfect!"

"Be a radio reporter."

This role-playing activity will give students an opportunity to play different real-life roles.

- Divide the class into groups and encourage each group to develop a set of questions that a radio reporter might ask people at the Santa Claus Parade.
- Each group member takes a turn as either the radio reporter or the person being interviewed.
- The interview can be recorded on a tape recorder and played back to the class, or the interview can be conducted in front of the class.

"Be a newspaper reporter."

Distribute copies of a brief newspaper story.

Determine what information comes first, second, etc., and what details the reporter has selected to tell. (Usually a column gives the main facts first: where, when, who, what — and embellishes on them later.)

- Decide what details your students believe their readers want to hear about.
- Have each student write a story about the Santa Claus parade in your community.
- Ask each "reporter" to assign an eye-catching headline to the story, e.g.,

  SANTA UNMASKED
  SANTA LOSES SACK
  SANTA SACKED

Handling new words

The list of words that follows represents a selection from the story in the text. You may wish to add words that reflect the parade held in your own community.

parade	decorate	float
costume	majorette	marshal
tractor	uniform	baton
sleigh	cadet	doughnut

Have students write down the answers to these questions. What words

- name different kinds of people?
- name the clothes that people wear?
- tell what a person can ride on?
- can be changed so that they mean "more than one"? (Ask students to change them.)

EVALUATION ACTIVITY

"This is an emergency!"

Dramatize the short dialogue on page 69. Ask two or three pairs of students to read the sequence out loud. Invite class comment.

Tell students:

- Choose a partner.
- Invent an emergency.
- The route marshal has to report the emergency, describe it, and answer questions about the situation. Start the dialogue with the statement, "This is an emergency!"
- The parade marshal has to get information, suggest a solution, and send help if necessary.
- Develop a dialogue between you and the parade marshal.
- Practise it as if you were speaking into walkie-talkies.
- Present your dramatized dialogue to the rest of the class.

6. The Library That Shrank

Introduction

Fry Readability Scale: Mid Grade 3

"The Library That Shrank" is the story of a library that became too small for the community it served. As a result the people accepted their responsibility as citizens and became fully involved in the affairs of the community.

Events follow this sequence:

pp.

74-75 *The Library* (The Library provides a service.)

76-77 *What Do People Think About the Old Library?* (Everyone has a right to express a point of view.)

78-79 *Mapping Skills* (The Library is too crowded.)

80 *Interpreting Graphs* (People use the Library.)

81-88 *Community Action* (Participative citizenship; government reacts to majority decisions.)

86-88 *A New Library* (A government reacts to the majority.)

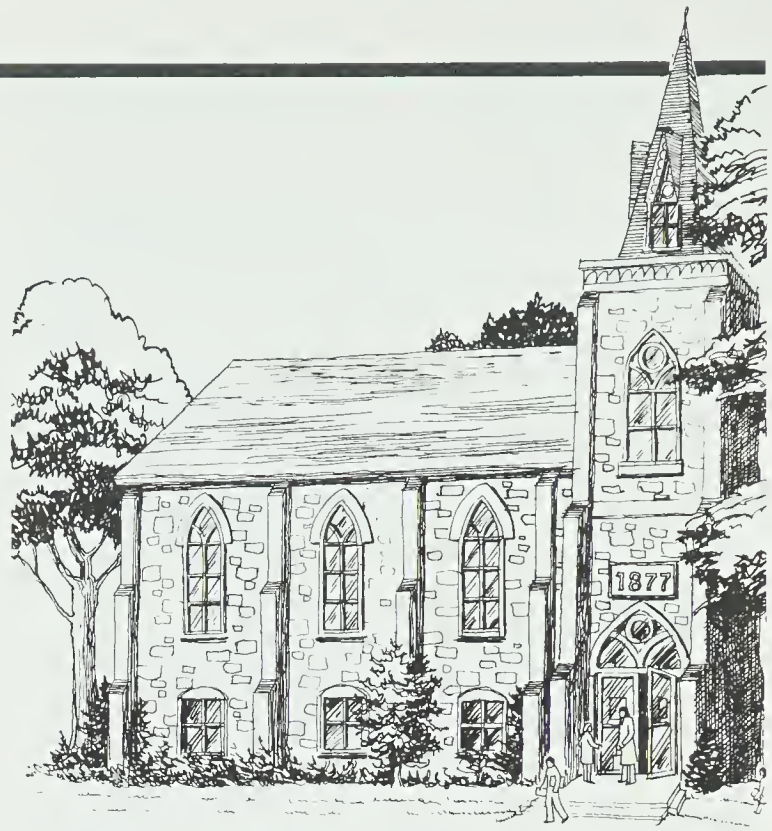
Purposes

1. Understanding that people make decisions based upon their feelings, the values of the family and the community, and what they know
2. Developing insights into the functioning of groups and the individual's roles in them
3. Developing the ability to make informed and rational decisions
4. Understanding that communities respond to the needs of community members through varying networks
5. Developing a system of personal values.

Pages 74-75
The Library

Draw the outline of a church with a spire. Ask your students to identify the kind of building they think it is.

Explain that it isn't a church; it's a library.



"How can that be? Read the first page of the story called 'The Library that Shrank' to find out."

Relate the library described on these pages to libraries that lie within the personal experience of the students (class, school, and community library).

DISCUSS:

- What libraries do you know? Where are they?
- Why do you go to a library?
- How do you feel when you visit a library and find something you like?
- Why do we need a library card? How does it work?
- Who owns all of the resources in a library?

Plotting the town library on a timeline

Use masking tape or white, machine tape across the chalkboard. (A wide, white tape is more dramatic than a chalk line.) Build the timeline with help from your students.

- What is the date over the door of the town library?
- Where do we show the date on the timeline?
- How do we show it? (Remind students that time flows on and on at each end of the timeline like this .)
- How are we going to show where *we* are on the timeline now? (Establish a scale: e.g., 1 cm on the timeline represents one year.)

- In what year were most of you born? How many of you were born in 19__?__?
- Where do we show that year on the timeline?
- In what year do you think I was born?
- Where is that on the timeline?
- How old is the library building now?
- In what year did the building have its 100th birthday?
- A period of 100 years is called a century because the prefix 'cent' means 100. Do you know anyone who is 100 years old? Why not? (or "Only one? How come?")

There's an opportunity here to link the old-church-turned-library with two related themes:
1. conservation of our cultural heritage
2. recycling old buildings.

If there are examples of these in your community to view and study, this might be an appropriate place to discuss them.

Pages 76-77
What Do People Think About the Old Library?

Have students read the opinions of each of the citizens described on these text pages. Encourage them to assume the personality of the individual they represent.

- What different kinds of opinions are expressed?

Draw a chart on the board and record the opinions for and against building a new library:

FOR	AGAINST
- Saturday morning classes can be expanded	- doesn't use the library
- everything is so crowded	- taxes may go up

Help students to analyse these opinions.

- How do the people feel, in general, about their Library?
- What are they suggesting?
- Which of these suggestions sound reasonable to you? Why?
- Which opinions sound unreasonable to you? Why?

Leave the chart on the board. There will be opportunities to add to it as the drama unfolds.

Conducting a survey

Explain that the process of asking questions, charting the answers, and analysing opinions is called a survey.

Distribute copies of a simple survey designed to gauge reactions to a fun run, a walkathon or a bikathon, or a school concert.

– Saturday afternoon was a good time for the walkathon	____
– I would have preferred Sunday afternoon	____
– The walkathon was just the right distance	____
– too long	____
– too short	____
– There were not enough comfort stations for cold drinks	____
– I was satisfied with the comfort stations	____

Discuss the walkathon survey with your students. Invite them to suggest a few more questions to include.

- Conduct a survey in order to determine how students and staff view their school library.
- Divide your students into groups.
- Ask each group to design a questionnaire for distribution to classmates and staff in your school.
- Refer students to the walkathon survey as a model of the kind of questions they might ask.
- Let each group report on progress. Pick one question from each group to make up the survey. Then distribute it in the school.

- Collect responses to the survey. Each group can document the responses of a percentage of the survey.
- Plot on a master chart the responses documented by each group.

Analyse the survey responses plotted on the master chart.

- What is the commonest opinion?
- How do people feel, in general, about the school library?
- Do students feel the school library has a problem? Why or why not?

Pages 78-79
Mapping Skills

Look at the pictures on text page 78.

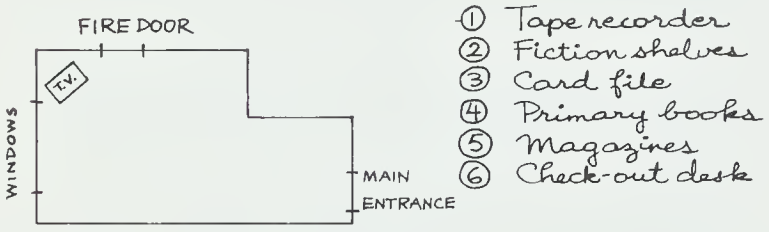
DISCUSS:

- Does the picture of the adult section of the Library support what Mrs. Collins had to say? Why or why not?
- Does the picture of the children's section of the Library support what Wyn had to say? Why or why not?

"How well do you know your school library?"

Give each student a simple map of the school library, or if there is no school library, of the nearest public library. Draw in some key places so the students can orient themselves.

- Schedule your class to visit the school or community library in small groups in order to key their maps to the legend as follows:



EVALUATION ACTIVITY

Sketching a plan of the library

- Take the class to the library. Give each student a ditto on which you have drawn the outline of the library (include windows, doors, and other important points of reference).
- Each student then uses your outline to sketch a floor plan of the library. (Don't forget to instruct students to use symbols to represent the location of different sections and resources.)
- Remind students to develop a legend and to label and colour their floor plans.

Making a model of the old Library

Tell students to:

- Look at the illustration on page 74 of the old Library.
- Use cardboard boxes or construction paper and tape to build a model. Use straws or pins/straws and pipe cleaners/Plasticine and counting sticks to make a skeleton model of the old Library.
- Orient the floor plan on page 79 to the model. How do we go about it?

Page 80
Interpreting Graphs

Interpret the graph on page 80 for the class by having students answer the questions. Extend this idea by having students complete a similar graph.

Making a survey of library services

"Let's make a list of the services that our school library provides."

- Appoint teams of two or three students to sit in the library for a period of an hour at a time to observe how the services are used.
- Instruct them to record their observations in the course of two consecutive days.
- Document their observations in a table as follows:

DATE	TIME	BOOKS	MAGAZINES	FILMSTRIPS
Feb.15	0900-1000	××××××	×	
	1000-1100	××××	××	×
	1100-1200	××××××× ×××××	×××××	

Analyse the table with your students.

- What does it tell you about how the library is used?

- What suggestions can you make to the librarian to improve the services?
- Design a bar graph to illustrate which library services are the most popular and which are the least used.

EVALUATION ACTIVITY

Pages 81-88
Community Action

Focus on the idea that individuals can help others and change life for the better by influencing decisions that are made in your community. Whether we support or oppose any measure, effective communication is always crucial.

"Some people wanted a new library and some didn't. What action do you think people could take to build a new library, or, if they opposed the idea of a new library, to stop it? Read to the end of the story to find out who won and why."

Before you discuss the conclusions and opinions of students, invite them to take turns dramatizing the telephone conversation on page 81 and the opinions expressed by the people speaking on page 85. Encourage students to assume appropriate facial and vocal expressions.

DISCUSS:

- What feelings were being expressed as you read your parts (e.g., outrage, disgust, impatience, resignation, anger, enthusiasm)?
- What opinions did people express? "Let's add new opinions to our chart of opinions, using 'For' and 'Against' ".
- What does "Hear, Hear!" mean on page 85? (*Hear* what the speaker is saying. In other words, "Listen!" An exclamation of agreement.)

How can people get their messages across . . . ?

In the school

Develop a chart on the chalkboard and have students discuss the different kinds of messages that are sent in schools.

Getting the Message Across at School

Message	Method	Sender	Receiver
Early dismissal	P.A. Announcement	Principal	Students
Promotions	Report card	Teacher	Parents
Note for Absence	Letter	Parent	Teacher
Math assignment	Exercise book	Student	Teacher
Choir practice	Notice board	Teacher	Students
Baseball game	Notice board	Teacher	Students
Answer to a question	Verbal	Student	Teacher

At home

Repeat the same exercise, but have students tabulate the types of communications that occur in the home.

In the community

Repeat the same exercise, but extend its application to the types of communications that take place in the community.

Developing a plan of action

Divide the class into groups.

- Ask each group to select a project from among a number of alternatives or to pick one of its own. Sample projects might include a plan to prepare for
  —a blood-donor clinic
  —an activity day

—a school fair, or play, or concert, or a tea for old people
—a traffic-safety demonstration in the schoolyard
—a recycling project.

- Assign the circular letter, the personal interview, or the public meeting as the medium of communication for each group.
- Make sure the class understands the meaning and purpose of each medium. Show them samples of letters and notices.
- Suggest that everyone consider the answers to these questions first:
  —To whom is the message addressed?
  —Why is this a good way to get our message across?
  —How can we grab a person's attention from the start?
  —What information do we want to include?
- Suggest that students check the final product.
- What have we said that people should already know?
- What else can we do to make the information clear and to the point?

Writing a letter

- "Who are the people who should get your letter?"
- "What do you want to tell them?"
- "What do you want them to do or to say?"
- Have one student write a sample circular letter and check it with the rest of the group.
- "What can you do to improve your letter?"
- Each group reads its composite letter to the class and gets the reaction of classmates.

EVALUATION ACTIVITY

Meeting people

- "Who are the people you want to meet?"
- "How will you reach them?"
- "How will you introduce yourself?"
- "What are the most important points you want to make?"
- "Write down what you want to say and practise saying it to someone else in the group."

Holding a public meeting

- "Decide how your group would like to run the meeting. What kind of rules should you make?"
- "Who makes sure that the rules are followed?"
- "How can you make sure that everyone who wants to say something has a chance to express an opinion?"
- "How can you introduce your topic and get discussion started?"

Write the groups' rules for the meeting on a large piece of chart paper. Invite discussion and then run a public meeting with the students in the class playing the role of the public.

DISCUSS:

- In the story, the Town Council voted 9-3 in favour of building a new library. Suppose that the Council had voted against it. What can people do about that?
- How do you react when you don't get what you want?

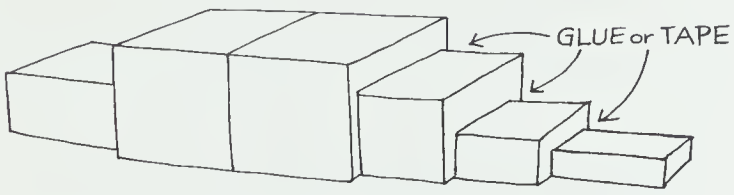
Identifying useful skills in a community

1. People in a community have different skills.
   - What skills did Mrs. Collins have?
   - What skills does the person have who runs a public meeting?
   - What skills does a person have who writes a letter to a newspaper?
   - What skills would someone need to raise money?
   - What skills are needed to build a stage for a community concert?
2. Identify useful skills in your classroom. "Our classroom is a tiny community. All help to make it a pleasant place to be. Each of you can do different things well."
   - Make a list of all the skills among the students in the class. (This could be a teacher/chalkboard chart activity or a group activity.)
   - What do students think they can do well?

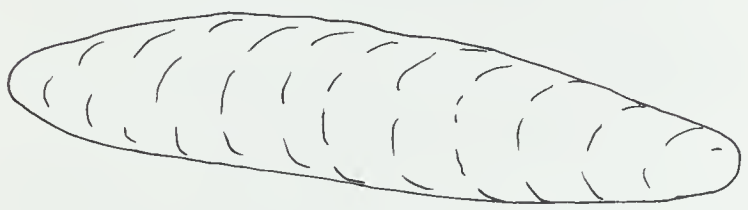
Making a large "bookworm" for the class library

Students will need
—large cardboard boxes
—egg containers
—paint
—glue or masking tape
—papier mâché
—scissors
—tissue paper
—paper cups.

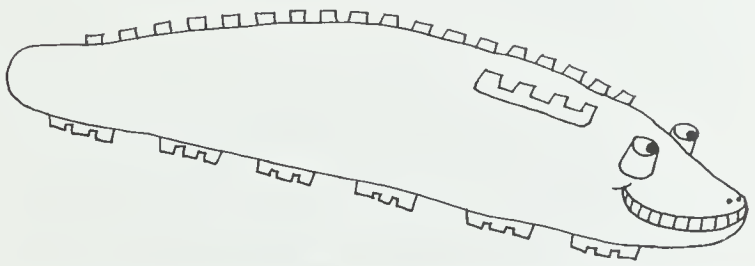
- Glue the cardboard boxes together to make the body.



- Use papier mâché to add shape to the body.



- Paint the body and glue on coloured tissue paper for added effect.
- Use egg crates for feet.
- Stick small egg crates on the bookworm's back for extra effect.
- Use paper cups for eyes.



Word search

All of the following words have something to do with life in a community.

People	Rights	Mayor	Taxes
Vote	Opinion	Petition	Citizen

See how many of these words students can find in the word puzzle. (Warn students that some words are written up and down and others are written from right to left.)

A	P	O	K	B	A	C	T	O	G	R	J
X	E	L	F	G	R	L	M	E	A	S	O
N	T	T	U	T	O	T	A	X	E	S	P
Y	I	Z	B	Y	N	P	Y	Y	S	W	Y
K	T	M	E	E	L	P	O	E	P	F	L
R	I	G	H	T	S	O	R	X	Y	E	G
N	O	L	T	O	P	I	N	I	O	N	T
W	N	S	I	V	F	U	S	A	S	W	P
V	U	T	F	Z	C	I	T	I	Z	E	N

Putting events in the right order

The Citizens for a New Library took one step at a time. What did they do first?

Have students write the steps taken in the correct order. The citizens:

- met with the Mayor and Council.
- decided they needed a new library.
- held a public meeting.
- signed a petition.

EVALUATION ACTIVITY

- Certain events in the life of each student follow a certain order. Have students write the events below in their correct order.
  —I learned to walk.
  —I started school.
  —I was born.
  —I learned to read.
  —I finished Grade One.

EVALUATION ACTIVITY

- Months of the year also follow a certain order. Have students write the words below in their correct order.

January	November	June	April
May	September	July	March
February	August	October	December

EVALUATION ACTIVITY

7. Saturday at the Arena

Introduction

Fry Readability Scale: Low Grade 3

Most children in Canada have access to an arena in their community. This building is often the recreational centre of the community. This chapter shows how many of the people in the community interact with one another and provides an insight into how a community serves the recreational needs of its citizens.

Events follow this sequence:

pp.
90-92 *Getting Together* (We depend on parents.)
93 *Mapping Skills* (Routes to the arena)
94 *Temperatures and Schedules* (Skill-building activities)
95-97 *Teamwork* (We depend on people with special skills.)
98-101 *Planning Ahead* (We depend on people who give us leadership.)

Purposes

1. Understanding that communities respond to the needs of community members through varying networks
2. Expanding one's knowledge of the community and its people
3. Developing insights into the functioning of groups and the individual's roles in them
4. Developing the ability to make informed and rational decisions
5. Developing a system of personal values
6. Developing creativity, confidence, and physical fitness through physical activities.

Pages 90-92
Getting Together

Have students read the first section of "Getting Together."

DISCUSS:

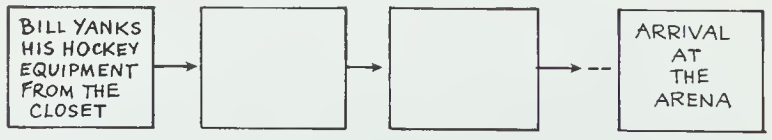
- What were some of the problems that occurred before Bill reached the arena?
- How do you think Bill was feeling when the car horn sounded?
- In what ways did people depend on Mrs. Drexel? What did she do for them?
- How many children did Mrs. Drexel have to pick up?
- How do you think Mrs. Drexel felt when the children rushed for the entrance to the arena without even a backward glance?

Making a flow chart

"From the time Bill yanked his hockey equipment out of the closet, to the time that he and his friends stepped inside the arena, many events took place."

Tell students:

- Write down all of the events that took place, in order, and put them in a flow chart.
- What do you write in the first box of the flow chart? What goes in the last box?



Page 93
Mapping Skills

Students have been given many opportunities to use such directional terms as right, left, up, and down. Now they should be

introduced to the compass and to the cardinal directions of north, south, east, and west.

Before the class examines the map on page 93, work through one or more of the following activities.

Using the compass

Introduce students to the compass and how it works. Start with a riddle if they like riddles.

"What kind of a rose has many points but no thorns? It has colour but no perfume. It has a round face but no stem or petals." (It's a compass rose, the card under the compass needle.)

- Place the compass on a flat surface.
- Allow the needle to come to rest.
- Slowly turn the compass until the needle and the location of north on the compass rose coincide. This procedure is called setting a compass.
- Ask students to identify the short forms on a compass. (N, S, E, W)
- Let each student practise setting a compass.

Locating cardinal directions

Have students use the compass to locate North, South, East, and West in the classroom. Put up signs in the correct places.

Simon says, "Face north!"

Play this popular game by facing in the appropriate cardinal directions when "Simon says."

Warm-ups in the gym

Apply the same compass procedure to locate the cardinal directions in the gym. Put cards on the walls in the correct places.

Use the cardinal directions to guide the students in warm-ups, games, and gym locations.

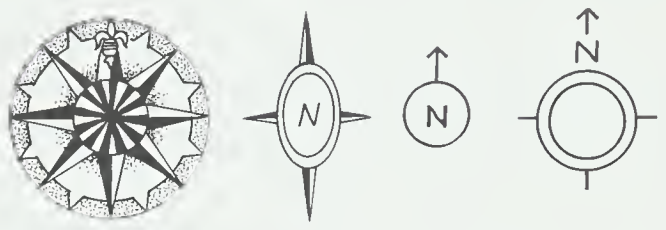
Relating cardinal points to features in the school

Let students use the compass to relate the cardinal points to a number of features in the school, e.g., exit doors, next-door classrooms, windows, etc.

Relating cardinal points to neighbourhood maps, murals, and models

- Go back to the floor model of the school neighbourhood (page 28) or the large-scale plan on the mural (page 28) and relate the cardinal points to them.
- Look at various maps (road maps, atlases, tourist maps) and identify the compass rose on each.

EVALUATION ACTIVITY



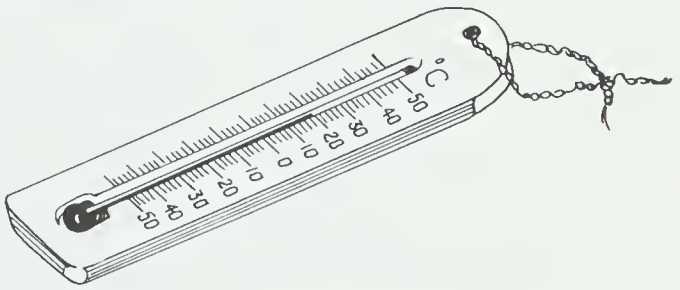
- "What features of every compass rose seem to be the same always?"
- "What features vary from map to map?"
- Have students sketch a compass rose of their own design.
- Sketch in the compass rose on the school neighbourhood map.

"Look at the map on page 93."

DISCUSS:

Help your students locate the north arrow on the map. Then discuss whether it would be easy or difficult to keep track of the direction in which a student was travelling in the school neighbourhood if he or she were riding a bicycle. Ask the reason for their answers.

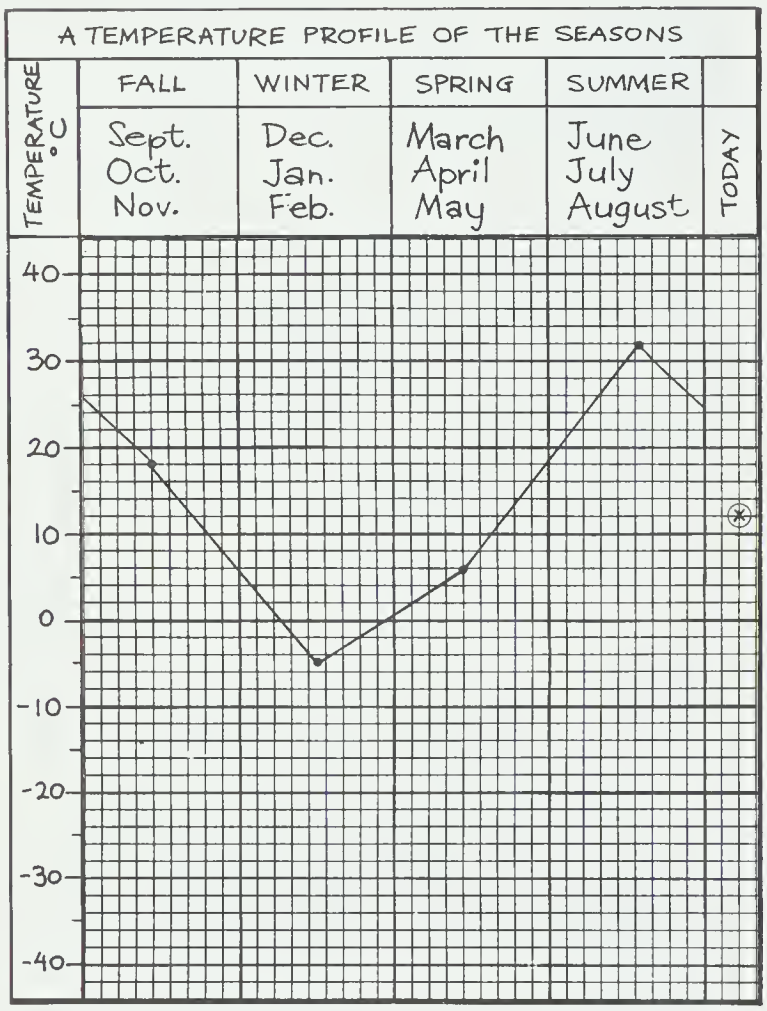
Page 94
Temperatures and Schedules



Extend the first assignment on page 94 in the textbook by suggesting one or more of the following activities to the class.

Plotting a profile of the seasons

- What is the temperature on the thermometer outside the classroom?
- How does today's temperature compare with normal temperatures in our community through the seasons? (Is it normal for this time of year? If it isn't normal, what season do you associate with today's temperature?)
- Plot a graph to show a profile of temperature through the seasons in your neighbourhood. Show today's temperature on the graph, too, like this:

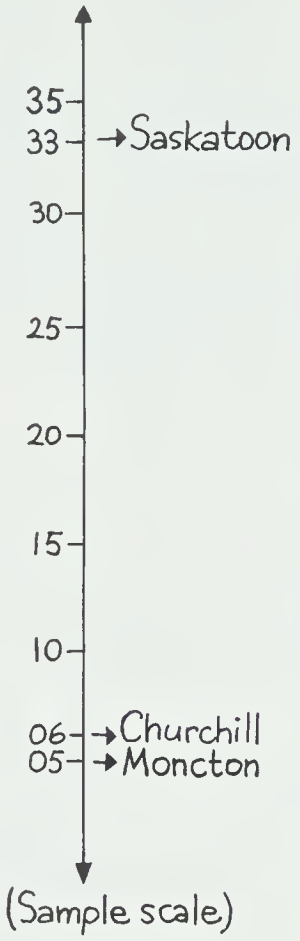


- Have students compare the temperature outside the classroom with the temperature inside. What season is it inside the classroom according to its temperature?
- Compare the temperature outside your classroom today with temperatures in other parts of Canada.
- What conclusions can students reach from the comparisons you have just made?

EVALUATION ACTIVITY

Finding the hot and cold spots

Give copies of this table to your students.



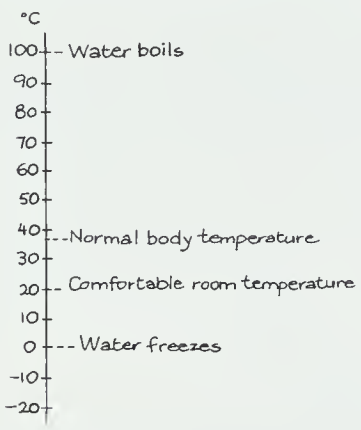
Temperatures
(Celsius)

	Low in night	High yesterday
Whitehorse	7	20
Prince George	11	20
Prince Rupert	10	17
Vancouver	12	23
Victoria	12	22
Jasper	7	25
Edmonton	10	27
Calgary	10	29
Lethbridge	13	32
Yellowknife	12	20
Prince Albert	9	29
Saskatoon	13	33
Regina	12	32
Winnipeg	11	29
Churchill	6	16
Thunder Bay	12	26
Sault Ste. Marie	12	22
Wawa	9	20
Kapuskasing	12	20
Timmins	14	17
North Bay	15	23
Sudbury	15	24
Muskoka	15	25
Windsor	21	31
London	18	25
Trenton	14	23
Kingston	16	21
Petawawa	15	25
Ottawa	15	23
Montreal	15	21
Quebec City	13	21
Fredericton	7	23
Saint John	7	19
Moncton	6	23
Halifax	9	18
Charlottetown	9	20
Sydney	9	17
Yarmouth	8	18

- What season of the year do you think this table represents? Why?
- What were the hottests spots in Canada on this day according to the table? What were the coldest spots at night?
- Plot these spots against a scale marked in degrees Celsius.
- Pick a name you recognize from the top of the list, from the middle, and from the end. Locate these places on a map of Canada. Explain why the names of places appear in the list in that order.
- Where are most of the cool places located? Why?
- Where do the hottest spots seem to be located? Why?
- Look at the chart of temperatures and then draw a picture to show how you would dress to feel comfortable in Lethbridge on this day. Beside your picture, draw another illustration to show how you might dress on the same day in Yarmouth.
- Locate Lethbridge and Yarmouth on a map of Canada.

- Plot how hot you are. What is your normal body temperature? (37 °C) Place a Celsius thermometer under your tongue and find out.
- Plot the temperature of water as it comes to the boil. Use a candy or cooking thermometer.
- Plot the point on the scale where water freezes.
- Plot how hot a comfortable room temperature is.

Answers to the above questions could look like this.



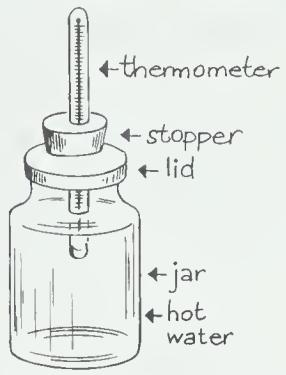
EVALUATION ACTIVITY

"How do we keep warm when it is cold?"

The question leads into inquiry and exploration of fuels, insulating materials, and energy conservation.

- What fuels does your body need for heat and energy?
- What natural insulation are you born with? (Skin, fat, hair)
- What insulation do you wear during the day? at night?
- What fuels do we use to keep our houses warm in winter? What fuel do we use at school?
- What insulating materials do we use to conserve heat and energy at home? at school?
- Collect samples of insulating materials, label them, and display them. (Hardware stores and building centres are possible sources of samples.)
- What other measures can we take to save energy at home? at school?

You can use the following demonstration to aid student understanding.



RATE OF COOLING			
Time	No insulation	Sawdust	Mica chips
10:00	100°C	100°C	100°C
11:00			
12:00			
01:00			
02:00			

- Drill a hole in a cork or a rubber plug so that you can insert a thermometer into the hole.
- Fit the plug into a hole that has been punched or bored in a metal screw-type lid on a jar, or a coffee or cookie tin. The thermometer scale should project from the lid so that it can be read.
- Fill the container with boiling water. Secure the lid so that the contraption is as airtight as you can make it and so that the base of the thermometer is immersed. Have students read the temperature and record it. They should read the temperature every hour until the water cools.
- Repeat the procedure with the container sitting in a box of shredded paper, kitty-litter, or styrofoam, or wrapped in a blanket or fibreglass.
- Repeat the procedure with uninsulated containers of metal, glass, clay, etc. (The containers should be the same size.)
- Relate problem-solving techniques (discussed in the story about the tree house) to students' exploration of the insulating qualities of various materials.
- Have students record their conclusions about the relative insulating properties of various materials and the rate of heat loss or cooling.
- "What are the implications of these conclusions as to what we should do at home or at school?"

Page 94
Schedules

Schedules represent a very important part of our lives. They help us to organize our

time so that we can make the best use of it. Modern schedules are based on the 24-hour clock.

Reading a flight schedule

Flight Schedule			
From	Departs	To	Arrives
Labrador City	10:40	Churchill Falls	11:15
Labrador City	11:40	Deer Lake	14:10
Labrador City	12:15	Gander	15:00

- Which flight leaves earliest? latest?
- Which flight takes the longest time? the shortest time?
- At what time does the flight from Labrador City to Gander leave?

EVALUATION ACTIVITY

Writing your own class timetable

- Write the skeleton of the class timetable on the chalkboard. Have students complete it.
- Discuss what is done at the beginning of the day; the end of the day. What takes the most time? the least time?
- Have students write their own class timetable. What would they do, and when would they do it, if given the opportunity?

Pages 95, 96
Teamwork

DISCUSS:

- Do any of you belong to a team? What kind of team? How many people are members of the team?
- How do the members of a team help one another?
- How do you feel when you co-operate with others and get things done?
- How do the members of your team react when they win? lose? In what other ways could they react?
- How should members of a team treat those who make mistakes?

"What was it that the children smelled when they stepped into the arena?

"This section of the story is called *Teamwork*. What association might there be between smoke and teamwork? How do you suppose the smoke affected the Wolves and the game they were going to play? Read pages 95 and 96 to find out."

Page 97
Teamwork at the Arena

Study the illustrations of the team that operates the arena.

"In what ways do the people in the photographs depend on each other? Why do people depend on the operator of the Zamboni? Why do the people who work at the arena think that the helpers in the snack bar are important members of the team?"

Finding out what makes a team work

"Let's take a hockey team apart to see how it works. We can lay out the pieces something like this."

Hockey Team	
Members	Special skills or roles
Goalie Defence Forward Coach Manager Captain Referee	

- Who do you think is the most important person on the ice during a hockey game? Why?
- How can we identify this individual from all the other people on the ice? Where, in the textbook, have we seen a picture of this person? (On page 50)
- What would the game be like if there were no rules and no one to see that the rules were followed?
- What happens if one of the rules is broken?
- How can you make this person's job easier?
- What are some of the rules of hockey?
- Who do you think made the rules? Why?

Finding out about the teams in the neighbourhood

Give students the opportunity to develop insights into the functioning of groups

and the roles of each person in them.

"Do you think *we* work as a team? What makes *us* a team?" Or "Why don't you think we make a team?"

Have students develop a list of some of the characteristics of classroom relationships that are similar to relationships that exist among members of a sports team.

"Do *we* have any rules? Do *we* need each other and depend on each other? Do *we* have to work together? Do *we* have goals to score together?"

Extend the application to include the school.

Ask students what other groups in the neighbourhood operate like teams? Who are the people in each team and what special part does each play?

SCHOOL
- —teachers
- —students
- —caretaker
- —nurse
- —principal

FAMILY
- —parents
- —grandparents
- —brothers
- —sisters
- —aunts
- —uncles

POST OFFICE
- —manager
- —postal clerks
- —letter carriers
- —drivers
- —sorters

FIREHALL
- —chief
- —drivers
- —firefighters
- —dispatcher

POLICE STATION
- —chief
- —sergeant
- —constables

SUPERMARKET
- —manager
- —cashiers
- —clerks
- —butcher

BANK
- —manager
- —tellers
- —accountant

EVALUATION ACTIVITY

Conducting interviews to get information

Make arrangements for small groups to visit a number of locations — e.g., firehall, supermarket — under the supervision of parents. Each group should be equipped with a camera and a tape recorder if this is possible. Help students to formulate a number of questions they could ask in the course of the interviews.

- What is your name?
- What is your job or the role you play?
- What special tools or skills do you need to do your job?
- Do you see your job as part of a team effort? Why?
- With whom do you work most closely?
- What do you like most about your job?
- What do you like least?

Each group should share its information through displays made up of stories, photographs, and illustrations.

Making a dependants chart

Mr. Trench, the arena manager, said to the Wolves, "Thanks, I knew I could depend on you." The Wolves depended on Jim Leach. The children depended on Mrs. Drexel.

- Whom do we depend on to do things for us?
- Who depends on us to do things for them?
- Make a list for each category.

People on whom I depend	People who depend on me

Pages 98-101
Planning Ahead

Review some of the stories to identify one important characteristic of leadership: leaders are usually people who have a workable plan to offer.

"Who are the people who seem to be leaders in this story? Read to the end of the story to find out:

a) what plans Jim Leach made as leader of the Wolves.
b) in what ways some of the Wolves also played parts as leaders.
c) why leaders must be ready to work hard themselves."

DISCUSS:

Most of us step in and out of roles as leaders and followers.

- How can you play a leadership role just putting out the garbage or washing dishes? (Argue that someone who plans and initiates action is playing a leadership role, even if it only involves the garbage or dishwashing. If someone has to be told when and how to put out the garbage, then that person is fulfilling the role of follower.)
- In what activities do you usually play the role of leader? follower?
- What leadership roles do mothers play?
- What leadership roles do fathers play? When are they most often followers at home?
- A forward and the goalie on a team follow the team captain and the coach. How might they step into the role of leader during a game? (Suggest the leadership role of providing an example of courage, tenacity, drive, competence, skill, etc.)

Choosing a leader

Ask students to identify the kinds of leadership in the illustrations on pages 167, 60, and 9.

- Ask students which kind of leadership they prefer and why.
- Ask them whether there aren't times when they like to be told what to do. When?
- When is it preferable to have a voice in making plans and decisions?
- Whom do your students see as leadership figures at home and at school? Into what category do they place each leader—the category of the person on page 167, 60, or 9?

Make a paper silhouette of a human figure. On the silhouette, print the qualities that your students suggest embody the kind of leadership they are happy to follow.

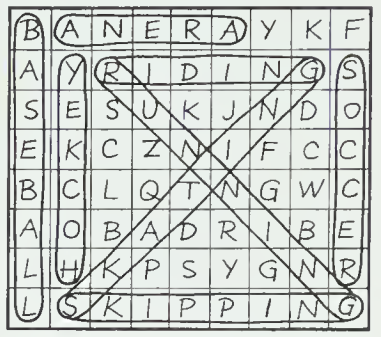
DISCUSS:

- What games do you play outside?
- Where do you play these games?
- Which do you prefer, to play games on your own or to have your games organized for you by adults? Why?

Word search

Arena, Running, Riding, Baseball, Skipping, Skating, Soccer, Hockey

See how many of these words students can find in the word puzzle. (The words go across, down, and diagonally. Sometimes they read backwards.)



Sports equipment quiz

- Have students bring in various pieces of sports equipment.
- Place them on display. Number each item.
- Give students paper and have them identify as many items as they can.
- Ask them to name the item and the sport in which it is used.

Sports display

- Have students bring in magazines and catalogues.
- Find pictures representing various sports.
- The students should cut out the pictures and assemble them into categories, e.g., winter sports, summer sports, indoor sports, outdoor sports, etc.
- Paste the pictures on large sheets of paper and label them.

New words

This is a list of words selected from the story. You may wish to add more words associated with discussions prompted by this chapter: equipment, temperature, arena, league, thermometer, manager, loudspeaker, machine operator, carnival, spectators. Tell students to:

- Write down the words that have three syllables; four syllables.
- Write down the words that describe who and what you might find in an arena.
- Write the words out in alphabetical order.

EVALUATION ACTIVITY

8. Welcome to Canada

Introduction

Fry Readablity Scale: Mid Grade 3

Troy arrives from another country to live in Canada. His first impressions of his new home come during the flight and when he arrives at the airport.

Events follow this sequence:

pp.
102-105 *Take-off to Touch-down* (A family moves to Canada.)
106 *Mapping Skills* (The airplane)
107-109 *At the Airport* (Communications in the airport)
110-111 *Workers at the Airport* (Services provided for travellers)

Purposes

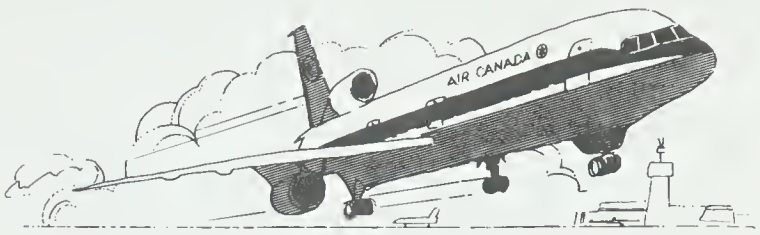
1. Increasing student awareness of the community and country
2. Developing insights into the functioning of groups and the individual's roles in them
3. Developing the ability to make informed and rational decisions
4. Developing a system of personal values.

Pages 102-105
Take-off to Touch-down

Introduce the chapter with a discussion of various aspects of moving from one home to another.

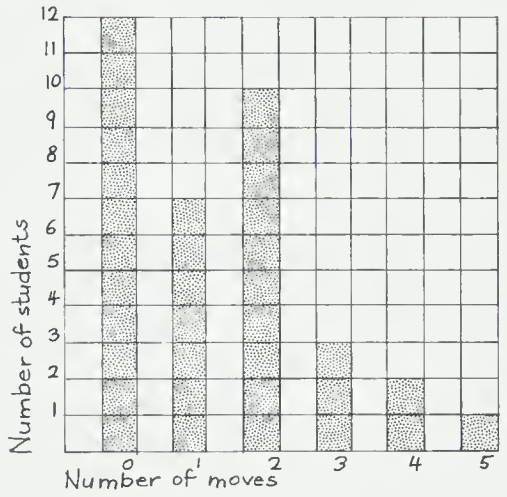
DISCUSS:

- How many of you have had to move recently from one home to another?
- How did you feel about moving? Why did you feel that way?
- What are some of the advantages of moving from one home to another? What are some of the disadvantages?



Plotting a graph of moves

- Find out the number of times each student in the class has moved (or how many different schools each student has attended).
- Record this information in a graph.
- Discuss the implications of the information in the graph and the effects on the neighbourhood.



"The chapter 'Welcome to Canada' is a story about a newcomer to our country. Read as far as page 105 to find out
— where he came from
— how he felt about leaving his old home."

Spotting the season

- What season of the year do you think it was when the Campbells flew to Toronto? How can you tell?
- The temperature was 28°C when Troy left Jamaica, but when he landed in Canada 4½ hours later, it was −12°C. Why?

You may wish to demonstrate the position of the globe relative to the sun in winter in order to explain the difference in climate. It's a difficult concept to grasp, even for many adults, so keep it simple.

"Where have you lived?"

- Draw an outline of Canada on the chalkboard, or fasten a wall map of Canada on a bulletin board.
- Use coloured pins or tape lightly applied to mark all the places in Canada where your students have lived. (If they have never been out of the neighbourhood, extend this activity to their parents.)
- Relate the information on this map to provinces, cities, etc.

"What part of the world did your family come from?"

- Set up the map in the same way as the previous activity.
- Join the coloured pins (country of origin to home in Canada) with coloured string or wool.
- Relate this information to distance, language, land and water masses, etc.

Words with wings

- Have students re-read the story from page 102 to 105 in order to pick out all the words that are related to air travel.
- Since many of these words were borrowed from travel by water, students should chart their answers in two columns, like this.

Language of air travel	Language of water travel
flight flight attendant pilot	 pilot

jet— The term is common in air travel but not in surface travel. Some watercraft are powered by jets of water or air, but they are not common.

airport— A port is a harbour, so the term is related to the sea.

galley— The kitchen or cookhouse on a ship is a galley, probably because cooks were compared to galley slaves.

crew— Crews sailed long before anyone flew.

captain— The Latin word *caput* means head or chief and was a common nautical term before "taking to the air."

cockpit— Another seaman's term that has gone aloft. It describes a small, enclosed space like the pit where game cocks were placed to fight. In warships, it was an area below decks reserved for junior officers.

pilot— Another nautical term borrowed from travel by sea.

You can extend this activity beyond the vocabulary of the story if your students like playing with words. "Port" is an opening in the side of a ship, and it also means "left," at sea and in the air. The bridge on a ship is called the flight deck on an airliner. A liner is a large passenger vessel operated by a shipping line. Airline and airliners are coined from the same source. People in ships and in planes move forward and aft; they walk on decks; they travel in cabins; they store luggage in cargo holds, etc. If the front of a ship is called the bow and the back is called the stern, what are the front and the back of a plane called? (Nose and tail)

"Talking" the flight down

Blindfold the "pilot" and guide him/her to one end of the room. Station an "air controller" at the other end of the room. Make sure there are several obstacles

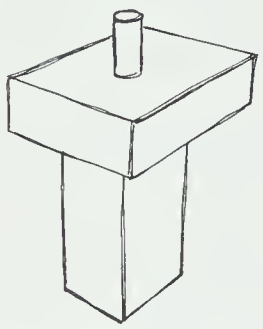
between them. The air controller has to talk the pilot down to a "safe landing" somewhere in the room. If the pilot touches an obstacle, the flight is aborted and a new controller takes over.

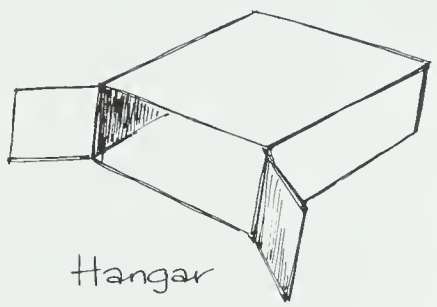
EVALUATION ACTIVITY

Making a model of an airport

Students can use
—cardboard boxes for buildings
—strips of paper for runways
—toy airplanes and vehicles.

What decisions will have to be made before construction can begin?





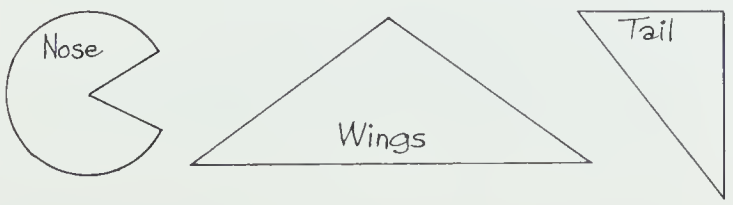
This model airport, built to scale as closely as possible, will be very useful in providing motivation for future discussions and activities in this chapter.

Making a jet plane

Supply students with
—aluminum foil or wax paper roll
—cardboard or Bristol board
—scissors
—glue and tape
—paint
—three plastic spoons.

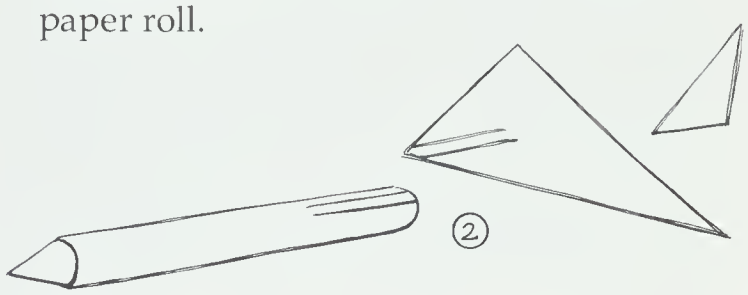
Instruct students to:

- Cut out the wings, tail, and nose from the cardboard.

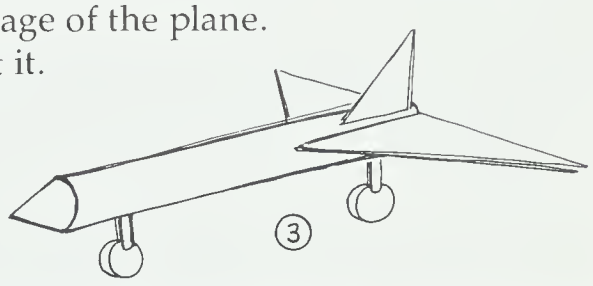


- Fit the nose into one end of the paper roll and glue or tape it into place.

- Cut slots in the paper roll and on the wing sections. Glue the wings and tail to the paper roll.



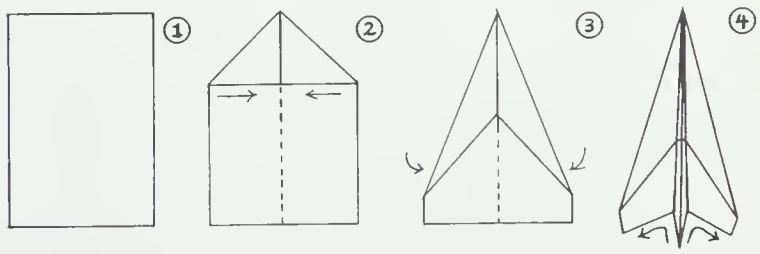
- Cut out wheel discs from the cardboard to fit the plastic spoons. Cover the three plastic spoons with aluminum foil, glue on the wheel discs, and fit the handles of the spoons into slots cut in the wings and fuselage of the plane.
- Paint it.



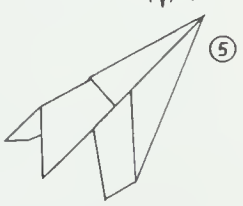
Flying a dart

The airplane part of this chapter can lead to many fascinating, related activities. For instance, paper darts are very useful in helping to develop a student's understanding of flight.

Basic dart



Open out the folded paper.



Students can test fly the darts to see which one
a) flies the farthest (distance).
b) flies the longest (time).
c) flies the highest (height).

Students should:
- Determine distance in metres and centimetres with a tape
- Time each flight with a stop watch or the second hand of a watch
- Graph the results.

EVALUATION ACTIVITY

Enrichment

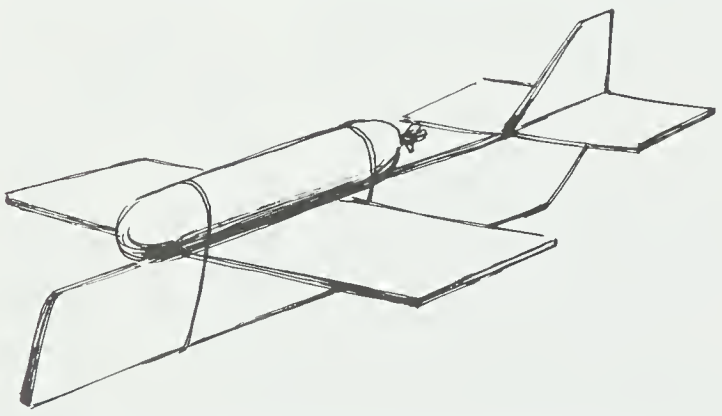
- Students can experiment by varying the ratio of width to length with different sizes of paper.

"What happens if weights, like paper clips, are fastened to different parts of the paper dart?"

Whooooooooosh!

Blow up a balloon and let it go.
- "What made the balloon move through the air?"
- Compare the flight of a jet plane and the flight of the balloon. How are they the same? How are they different? Why?

There is a simple way you can show students the principle of jet propulsion.
- Pick up a simple, inexpensive wooden airplane kit from a hobby-craft store.
- Assemble the plane.
- With rubber bands, attach a long, inflated balloon above or below the fuselage.



- Hold the model in the air with one hand and the balloon jet with the other.
- Release the jet first, then launch the airplane into the air. (Experiment until you get the best result.)

"Describe what happens. Why?

Transportation cards

Instruct students to:
- Collect illustrations and photographs showing various means of transportation.
- Work in groups. They can classify the illustrations according to categories determined by the variety and quantity of illustrations, e.g., main categories such as Air-Water-Land, and sub-categories such as jet; propeller; glider, etc.
- Identify and label the illustrations if they can, mount them on cards of a uniform size, and identify the category of each illustration.

EVALUATION ACTIVITY

Transportation dictionary

Instruct students to:
- Assemble a list of words that are related to the airport.
- Arrange them in alphabetical order.
- Illustrate each word or find an illustration to match it.
- Assemble the materials into a book or a display.

Transportation display

Instruct students to:
- Make models of a variety of forms of transportation from appropriate materials.
- Display the models on a table.
- Write information cards to go with each model.

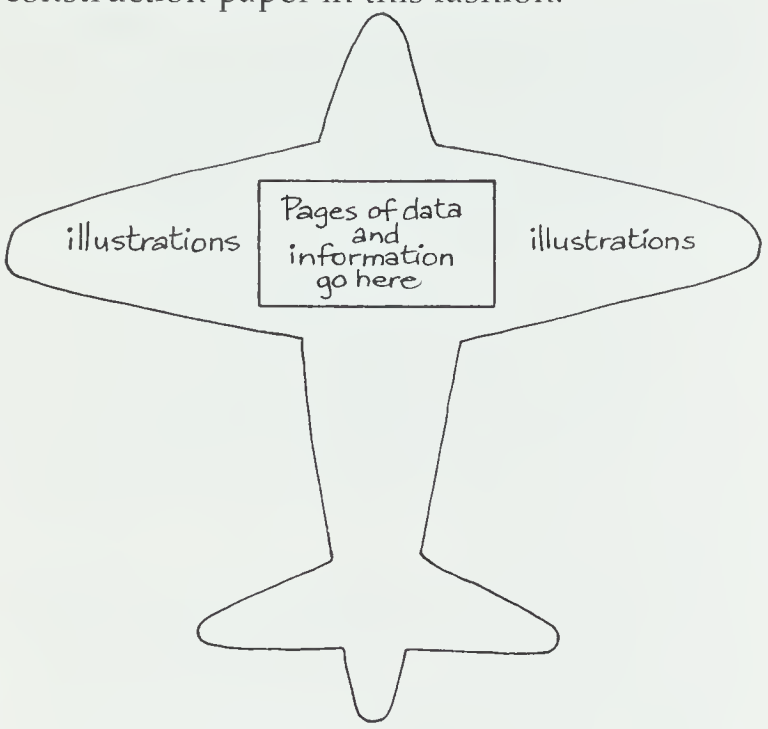
"The sky is no limit."

People used to say (before air travel was commonplace) that the sky was the limit. Suggest a display of aircraft and spacecraft that demonstrates that the sky is no longer a limit or a boundary.
- Students can work in groups in the same sequence outlined for developing transportation cards.

- Each group selects a category for research and development, e.g.,

Early airplanes — Spacecraft
Passenger planes — Unusual planes
War planes — Aircrews
Groundcrews

Suggest a model for mounting the display on construction paper in this fashion.



EVALUATION ACTIVITY

Page 106
Mapping Skills

Reading the plan

"Look at the illustrations on pages 103 and 104."

- Now locate the areas on the plan on page 106 that are shown in the illustrations.
- Place a piece of tracing paper over the plan on page 106.
- Secure the paper with a paper clip so that the tracing paper does not slip.
- Draw the outline of the fuselage on the paper.
- Shade in the areas in the plan that you can see in the illustrations.
- Give your tracing a heading. Label the shaded areas. Label the nose and the tail of the plane.

Finding information from a plan

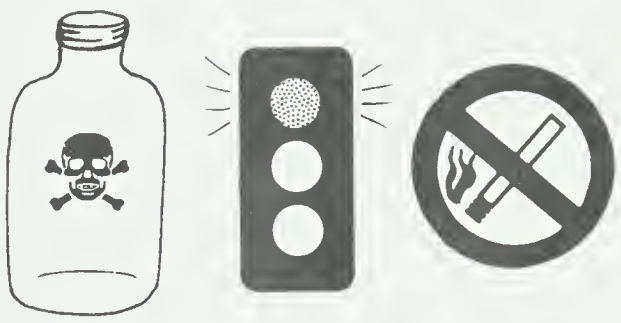
- How many seats are there in the "No Smoking" cabin?
- How would you describe the pattern in which seats are arranged on the plane?
- Where would you expect to find the galley on the plane? How is the galley labelled on the plan? (Service Centre) Why does that seem like a sensible location?
- How many passengers do you think can travel in a Lockheed 1011? Make an estimate. How many crew members do you think it carries?
- How many classes in your school could travel on this plane at the same time?

If you are located near an airport, an appropriate follow-up would be to arrange a class visit to inspect an aircraft.

Pages 107-109
At the Airport

Air terminals are used by people who speak different languages, so essential information must be communicated in terms that everyone can understand. That is the purpose of international symbols.

"You don't have to be able to read English, French, Italian, Spanish, Chinese, or Japanese to understand these messages on the chalkboard. Why not?"



DISCUSS:

- What does each message say?
- What might happen if you could not understand these messages?
- What messages do you know that you can write in the same way?

"Read pages 107 to 109 in order to find out more about sending messages without words."

"Passports, please."

The text mentions Customs and Immigration but does not elaborate. You may wish to do so. "People can't just walk into Canada any more than you were able to walk into this school. You had to be admitted to the school through the office. Why?"

- What documents did you need to be admitted to the school?
- What conditions did you have to meet?
- Who operates the school, decides who will be admitted, and pays the staff?
- What documents do newcomers need before they can enter Canada?
- What conditions must they meet?
- Why can't anyone who wants to enter Canada be admitted?
  (Keep explanations simple. Relate them to the school experience. Introduce the words "passport" and "customs" and "immigration.")
- Who operates the airport, decides who will be admitted to Canada, and pays people like the customs officers?

This investigation will permit you to sketch the three levels of government (federal, provincial, local), which are implied but not introduced formally until the grade-five level of the CORE program. For instance, ask who employs teachers and firefighters, provincial police and the crews that clear snow off highways, the R.C.M.P., customs officers, members of the Armed Forces, and letter carriers.

Pages 110-111
Workers at the Airport

"The airport is a special community that provides a service for many surrounding communities. It is able to operate because so many people with special skills work there. Look at pages 110 and 111 to see who some of these people are and what they do."

Word search

Use the list of words below to help solve the word search. The words go up, down, diagonally, sideways, and backwards.

Pilot, Driver, Police Officer, Chef, Engineer, Controller, Clerk, Mechanic

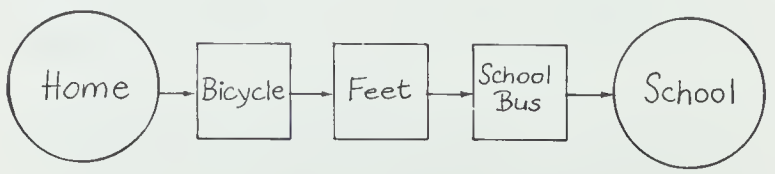
K	P	O	L	I	C	E	O	F	F	I	C	E	R
L	I	J	A	T	O	H	W	N	S	E	G	E	O
C	L	E	R	K	N	X	E	V	D	U	Y	P	E
P	O	W	B	M	T	Z	N	E	T	I	O	F	H
Q	T	V	M	C	R	A	G	L	R	S	R	T	K
O	I	F	K	L	O	L	I	D	R	E	J	G	B
X	N	U	C	B	L	Y	N	D	Y	Z	U	X	P
T	L	I	A	T	L	M	E	C	H	A	N	I	C
H	S	M	O	Z	E	L	E	Q	V	I	A	W	J
Y	L	C	R	F	R	K	R	J	N	Q	G	H	D

"This is how to find me."

Have students make a simple sketch map, including only main roads and main features, that shows how the community is linked to different kinds of transportation.

- How do you reach the nearest airport?
- How do out-of-town visitors reach our community by bus? Mark the place where these buses stop.
- How do you get to the nearest railway station?
- How would a transport truck reach the nearest highway going north and south? going east and west?
- Make sure that your map includes a compass rose and a legend. Remember to label your map and give it a title.
- Make a flow chart of transportation from your home to the home of a real or imaginary relative or friend anywhere in Canada. You are travelling by yourself, so you won't be in the family car.

As an example, draw a flow chart on the chalkboard to illustrate a journey to school like this.



9. Blackout

Introduction

Fry Readability Scale: Low Grade 3

A heavy winter snowstorm creates problems for the Stein family. Since their mother is late getting home, the children take over the household chores. Everything is going well until the power goes off. This story describes the problems associated with the blackout, and the way they were solved.

Father is not mentioned in this story and does not feature in every family scenario. The omission is deliberate and needs no comment.

Events follow this sequence:

pp.
112-114 *The Storm* (People plan ahead. They try to anticipate emergencies.)
115-117 *Suppertime* (People do what they can to help themselves and each other.)
118-119 *The Lifesavers* (Community services are organized to meet emergencies.)
120-122 *Lights!* (Electric energy is a shared resource.)
123 *Mapping Skills* (The Loganville Power Station)
124-125 *Communities Share Certain Things* (Many services are shared by two or more communities.)
126-127 *Your Classroom Communities and Your Neighbourhood*

Purposes

1. Understanding that communities respond to the needs of community members through varying networks
2. Expanding one's knowledge of the community
3. Developing insights into the functioning of groups and the individual's roles in them
4. Developing the ability to make informed and rational decisions
5. Developing a system of personal values
6. Understanding the environment and how it affects and, in turn, is affected by human activities.

Pages 112-114
The Storm

If you have been keeping a weather chart, you can refer to it as a springboard for jumping into this episode. Or you can utilize some recent storm and the experiences of your students to provoke curiosity about the story in the textbook and invite comparisons. Or you may wish to use the story of the accident at the crosswalk, and the people who stand by for emergencies, in order to introduce a different kind of emergency.

Another approach is to ask:

"What do people do when they see a storm coming or when they get caught in a storm?

"Does everyone run for cover? What about the lifesavers?"

Many students will see the lifesavers question as a non-sequitur. But you can exploit the lifesaver candy to relate the Blackout story to the unit theme of "All Around Town": community services.

Ask a student to draw a "lifesaver" on the chalkboard — not a small one — a large one.

"Why are these candies called lifesavers? What is a lifesaver? Who are the lifesavers in the community?

"What do *they* do when they see a storm coming?

"Read pages 112 to 114 to find out what the people in the story did when the storm came. Find out who were the first lifesavers to drive out into the storm." (The snow-plough operator and the hydro crew)

Snowstorm season

Tear up a calendar and arrange the months on the chalkboard.

Tell students to:

- Identify the months in which the worst snowstorms occur in your community.
- Shade them or colour them or mark them in some way.
- Give the chart a title.

Charting the stormtroops at home

Have students chart the jobs that have to be done around the house when a snowstorm strikes. Who does them? Give the chart a title, as follows.

Jobs to be done	Tools needed	People who do jobs

Community stormtroopers

Have students make a similar chart to show what action follows a severe storm in the community. What special services does the community provide for its citizens when a snowstorm strikes?

Remind students to give the chart a title.

Snow problems

Ask students how different people are affected by a snowstorm.

Grandparents Parents Baby Sister
Teenage Brother

Have students draw pictures of some of the members of their family. Beside each picture, they should list some of the problems that these people (a) are able to solve by themselves, (b) are not able to solve without help.

EVALUATION ACTIVITY

Emergency at home

"In what way was the Stein family prepared for the emergencies caused by the storm?" (There were candles and matches in a drawer in the kitchen and snow shovels in the carport.)

"Chart similar emergencies that may occur around your home, the preparations you can make, and the precautions you can take against them."

Emergency	Precaution
Fire	Extinguisher, smoke alarm
Cuts, falls, breaks	Telephone numbers of doctor, hospital, ambulance

"Ring for service."

"Neither Sarah nor Jason picked up the phone to call for help when the lights went out. Why not? What did they do instead?"

- Tell your students Aesop's fable about the boy who cried, "Wolf" — or let them tell it to you.
- Ask them to establish a relationship between the story and people who beg for help every time something unexpected happens to them.
- Relate this emergency to the accident at the crosswalk. Make comparisons.
- Review emergency telephone numbers. Print them on cards, the telephone number on one, the identity on another, e.g.,

532 7641	police

- Shuffle the cards. Deal them. If a student picks an identity card, he or she has to give the number. If a number is picked, it has to be identified. First time round, display a key to numbers and identities on the chalkboard. Then cover it up.

Emergency at school

"How are emergencies handled at school?"

Don't tell your students. Challenge them to tell you. If they don't know the answers, assign them the task of finding out. Give

them sources but no answers until they have completed their research.

Ask students to write down what they would do in the following situations.

a) While playing in the schoolyard, you see a student fall down after being hit with a baseball.
b) You are the first to walk into the classroom in the morning and you smell smoke.
c) You are walking through the school to go to the library and see an adult stranger talking to another student.
d) You are walking home from school by yourself. A car stops beside you and the driver, whom you don't recognize, offers to give you a ride.

EVALUATION ACTIVITY

Test how "sensible" you are.

Sarah used her sense of touch in an emergency when she couldn't see.

- What clues helped Sarah to identify the tea towels, string, and candle ends (texture, shape)?
- How might you identify coffee or salt even with your eyes closed (smell, taste)?
- Take turns closing your eyes and handling objects on a tray. Identify each item. Ask yourself what clues you used. Which of your senses most often gave you the answer?
- Plot a bar graph to show the number of answers that were solved through the various senses.

Pages 115-117
Suppertime

"Look at the illustration on page 116."

DISCUSS:

- What is happening in the picture?
- What season of the year is it? What are the clues that tell you?
- If you were going to load your arms full of wood, where would *you* stand? Why?
- If you had to get a load of wood to the house, how would *you* do it? Why?
- Where would *you* build your woodshed if this were *your* farm? Why?
- There are no hydro wires, no telephone poles, and no signs of cars in this picture.What does the absence of such details tell you or suggest to you?
- A log is leaning against a saw horse. Why is the object called a horse? Why a saw horse? What is it for?
- Who is the boy in the illustration? Why do you think as you do?

Talk about life on a farm before the advent of technological change to help students understand that life was primarily a struggle for survival.

"Read pages 115 to 116 for clues to the boy's identity."

Select activities from page 117 that your students will like and complement them with some of the following.

Making a mobile

Design a mobile that represents appliances that operate on electricity. Organize it as a class or group project. Use wire hangers, or, better still, slender supports like the materials used for basket weaving.

Your students will also need cardboard, pencils, scissors, glue, string, foil, coloured paper, tin scraps, and various bits of fabric. Instruct them to:

- Draw on cardboard the outline of an appliance or tool that runs on electricity.
- Cut it out.
- Decorate the cutout on both sides of the card.
- Thread a piece of string through it.
- Attach the various cutouts to the mobile.
- Balance the mobile and hang it from the ceiling.

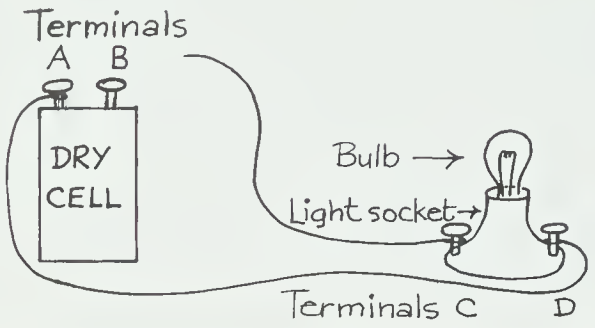
"Contact!"

You will need a dry cell, lightly insulated electrical wire, a bulb (the kind that screws into a flashlight), and a light socket.

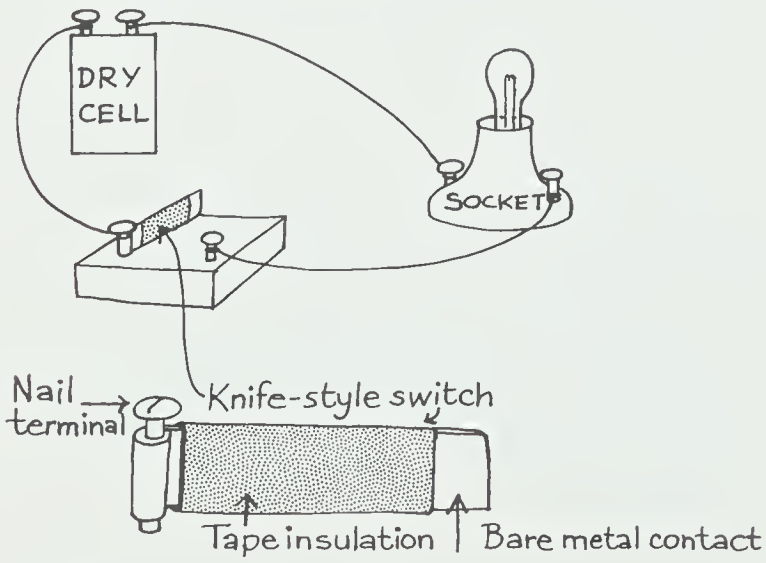
Introduce these activities by relating them to the problems Jason had with his flashlight.

"What did Jason mean when he said that he must have a loose connection?

"Let's set up a circuit like the circuit in Jason's flashlight."



- Join terminal D to terminal A with lightly insulated wire. Push, strip, or cut the insulation back so the wire is bared at the point of contact.
- Attach another length of wire to terminal C.
- What will happen when we touch terminal B with the end of the loose wire? Why?
- Let's secure the loose end to terminal B. What will happen if we break the circuit at A or D or C?
- Why do we call the path of electricity a circuit?
- What is the Morse signal for help (SOS)? How can we signal SOS on this circuit?
- How can we signal SOS with the classroom lights?
- How did we break the circuit when we signalled with the lights?
- How can we build a switch into our Mickey-Mouse circuit?



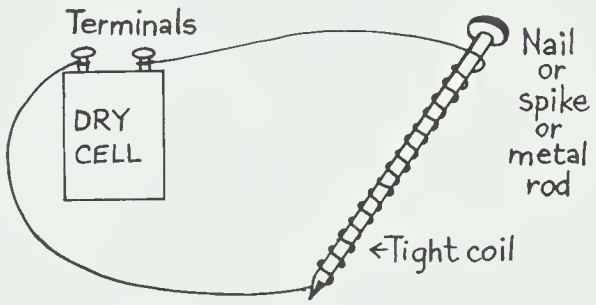
For the sake of safety

In the interests of safety, relate your homemade circuit to the electrical circuit of a car or of the school so that students don't equate the current of one with the current of the other. (The homemade circuit is a toy; the others are not.)

Draw a comparison between the flow of water in a household tap and the flow from a fire hose. One is harmless; the other *may be lethal*. (The analogy is appropriate. Electricity does flow along a wire in much the same way that water flows along a pipe.)

Enrichment activities.

- Let's leave the switch open. What do you think will happen when this copper wire is placed across the terminals of the switch? (If the wire is very light, it will burn like the filament of a bulb, except that the copper wire is exposed to the air and will burn right out of sight. The current in a dry cell is not strong enough to generate a spark or to give you a shock.)
- What do you think will happen if we wind a piece of wire around a nail and attach each end of the wire to a dry-cell terminal?



On-purpose-by-accident leave another nail or a few straight pins next to the experiment because the nail, surrounded by a coil of insulated wire, is a solenoid — an electric magnet.

- Does a solenoid behave in the same way as other magnets? Let's experiment with other magnets and compare them with the solenoid. What do we know about magnets?
- Experiment with magnets.
- Record your observations on the chalkboard.
- Make the same experiments with the solenoid. Compare your observations.

Energy quiz

- How well do you rate at saving energy?
- What do you do at home to save energy?

Make a chalkboard summary of energy-saving measures. How do students rate in the following check list?
Do you
—use lights in the daytime when it is bright outside?
—turn down the thermostat when there is no one at home?
—turn off the TV when no one is watching it?
—let the taps in the kitchen and bathroom run or drip?
—put clothes in the dryer when you can hang them outside to dry?
—leave uneaten food on your plate?
—keep the refrigerator door closed?
—keep the windows closed when the heat is on?
—leave the radio on when no one is listening to it?

EVALUATION ACTIVITY

Painting a "Conserve Energy" poster

Suggest that students encourage people to save energy by designing and painting a poster.

- What message do you want to get across?
- Who are the people you want to reach?
- How can you make people want to read your poster?

Pages 118-119
The Lifesavers

DISCUSS:

- Mrs. Stein had said to Old Mr. Trant, "Have supper with us." Why?
- How old do you think old Mr. Trant was? Estimate his age.
- How do you think he felt when he was invited to supper? Read page 118 to find out.

Lifesavers

- Old Mr. Trant included Mrs. Stein in his list of lifesavers. Why?
- Which lifesavers pictured on page 119 are women?
- Make a sketch of people who are "lifesavers," but are not included on page 119.
- Label each illustration and explain underneath it, or beside it, what the person in the illustration does.

Radio reporters

"Look at the illustrations on page 119."

- What are the lifesavers doing?
- Write a news report about one of them.
- Read your news report to the class.

EVALUATION ACTIVITY

Pages 120-122
Lights!

DISCUSS:

- The Steins knew exactly at what time the power had failed by looking at the electric clock in the kitchen. Why?
- What will they have to remember to do to the clock when the power is restored?
- Is it likely that the children switched off the radio and the TV when the power failed? Why?
- What electrical appliances might they have forgotten about? Read pages 120 and 121 to find out.

Have students complete whatever assignments on pages 121 and 122 seem appropriate, and select further activities as you wish from the following.

Energy Bingo

This game will help students become familiar with the words introduced in this chapter.

- Distribute "Bingo" cards — a piece of paper divided into 18 sections and headed "ENERGY."
- Ask students to paste their cards onto paper tag or construction paper.

- Students then label each section of their card with one of the 14 words in the following list. (They will need to use the same word more than once in order to fill their cards.)

hydro	light	fire	energy
power	heat	gas	coal
wood	oil	electricity	candle
battery		conserve	

STUDENT CARD

E	N	E	R	G	Y
Hydro	Power	Oil	Electri-city	Gas	Light
Wood	Heat	Conserve	Hydro	Coal	Battery
Light	Gas	Fire	Energy	Candle	Conserve

- Distribute coloured plastic tokens (or use the plastic discs that secure bread and vegetable wrappers, or paper clips, or little squares of coloured tag) as counters.
- Call the shots from a master card and cover each word as it is called as a check against error or dispute. For instance,
  "Under E1 — hydro."
  "Under the Y — energy."

MASTER CARD

E 1	N	E 2	R	G	Y
HYDRO	CONSERVE	GAS	LIGHT	CANDLE	ELECTRICITY
POWER	BATTERY	FIRE	HEAT	BATTERY	CONSERVE
WOOD	CANDLE	OIL	OIL	CONSERVE	BATTERY
LIGHT	COAL	HEAT	WOOD	ELECTRICITY	CANDLE
HEAT	ENERGY	LIGHT	POWER	ENERGY	OIL
OIL	ELECTRICITY	WOOD	HYDRO	COAL	COAL
FIRE	GAS	POWER	ELECTRICITY	OIL	ENERGY
GAS	FIRE	HYDRO	GAS	FIRE	WOOD
ELECTRICITY	OIL	ELECTRICITY	FIRE	GAS	GAS
ENERGY	HEAT	ENERGY	CANDLE	WOOD	FIRE
COAL	LIGHT	CONSERVE	COAL	LIGHT	POWER
CANDLE	WOOD	BATTERY	ENERGY	HEAT	HYDRO
BATTERY	POWER	CANDLE	CONSERVE	HYDRO	HEAT
CONSERVE	HYDRO	COAL	BATTERY	POWER	LIGHT

The applications for this instructional diversion are legion.

Energy collage

Tell students to:

- Collect a variety of pictures that relate to energy.
- Cut them out and arrange them in a pleasing way.
- Paste them on a piece of art paper.
- Give the collage a title.

"What's inside?"

- Arrange to have some broken appliances brought into the class.
- Put them on display and leave a few simple tools beside them.
- Allow the students to dismantle them and find out what is inside.
- Encourage them to reach some conclusion about
  —the purpose of the appliance
  —the reason it would not work
  —various components in the circuitry.

Some students may be interested in developing a diagram of the appliance, labelling it, and explaining how it works.

"Get a charge out of life."

- Transfer electricity by scuffing (on leather soles) across a carpet and discharging the electricity you pick up by touching metal. Or pull a comb through your hair until it will pick up slivers of paper. Don't try to explain the phenomena. Just let students observe transfers of electricity.
- Generate electricity by turning a crank so that a bulb lights up. (Borrow the equipment from your science consultant.) The generator translates your energy into an electric current. When you turn the crank, you are turning a coil of wire between the opposite poles of two stationary magnets. The wire coil turning within a magnetic field creates an electric current in the coil. Don't give this explanation to students. Simply relate your energy turning the crank to the energy of water behind the dam in the story (page 123) turning a much bigger crank in the generating station.

Page 123
Mapping Skills

Making a model of the Loganville Power Station

Use the map on page 123 as the basis for this model. Students will need: flour, water, torn paper, paste, paint, straws or toothpicks. Tell students to:

- Study the features on the map and sketch in the rough plan on a piece of masonite or table top.
- Use flour and water or papier maché to duplicate the surface features of the map.
- Make sure that the relief shows a sharp drop from the surface of Pine Lake to the generating station.
- Paint the surface when it is dry.
- Construct towers, the dam, and the generating station from toothpicks or straws.

Is there any way of telling from this map where the mountains are? (No. The map does not show relief.)

- Is there any way of telling where the mountains are by looking at the photographs around the map? How?
- What are the names of rivers and inlets on the map? How can you find out?
- Why isn't this extra information on the map on pages 124 and 125?

If students can't figure out an answer, tell them to look up Canada in an atlas. How many maps are there? Why are there so many maps? (There's so much detail to record per map, something has to be left out for want of space.) Now can they explain why all the information about Vancouver isn't on the map on pages 124 and 125?

Develop a more detailed map of Vancouver on an outline traced on the chalkboard. Relate this learning experience to a map of your neighbourhood or community. Focus on relief — valleys, hills, streams, ravines — and how to illustrate these features on a map.

Pages 124-125
Communities Share Certain Things

This double-page spread represents a review of the kinds of services that are shared by many neighbourhoods and communities. It reinforces the theme of all three chapters of this unit: "All Around Town."

A few additional ideas for discussion follow.

DISCUSS:

- What were the three community services described in the last three chapters?
- Which of these services are represented in the photographs around the map of Vancouver?
- Which one isn't?
- What do the blue squiggles on the map mean? What are the red and purple lines and the green areas? What is missing from the map? (A legend) Add what is missing so that the symbols are clear to everyone.
- How is the land shown on the map? How can you tell it's supposed to be land? How do the photographs help you to tell the land from the water?
- There are mountains overlooking Vancouver.

10. A Northern City — Yellowknife

Introduction

Fry Readability Scale: High Grade 3

Yellowknife owes its existence to the discovery of gold on the shores of Yellowknife Bay in 1934. This chapter describes how people, attracted to this part of Canada by the mineral resources, have developed the thriving community of Yellowknife.

Events follow this sequence:

pp.
130-133 *Finding Treasure/Mining the Gold* (A resource is found and developed.)
134-138 *A Town is Born* (Services follow to accommodate the people who exploit the resource.)
138-141 *A Growing Town* (Services expand as the population grows.)
142-145 *Mapping Skills*
146-147 *Yellowknife Needs Other Communities* (Interdependence of communities)

Purposes

1. Becoming familiar with the geography of the community and Canada
2. Understanding that communities respond to the needs of community members through varying networks
3. Expanding one's knowledge of the community
4. Developing insights into the functioning of groups and the individual's roles in them
5. Developing the ability to make informed and rational decisions
6. Developing a system of personal values
7. Understanding the environment and how it affects, and is affected by, human activities.

Pages 130-133
Finding Treasure/Mining the Gold

What images do your students associate with words like "treasure" and "gold"? Make brief notes on the chalkboard of key words or ideas that are volunteered. Refer to them later if they seem appropriate.

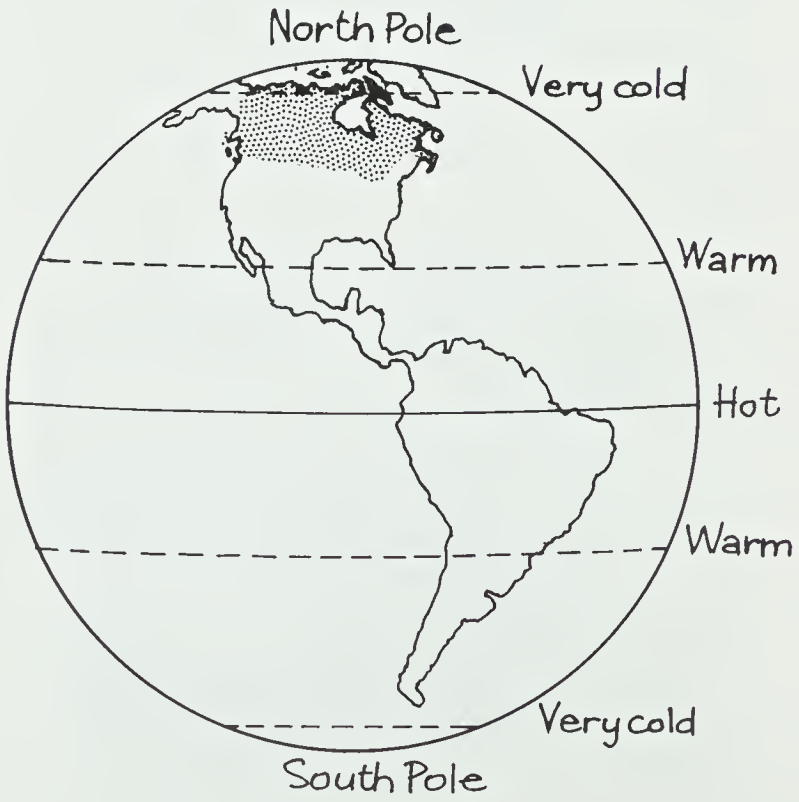
Link the search for gold to the discovery of gold in Yellowknife. Locate Yellowknife and your own community on a map of Canada.

DISCUSS:

- Relate the location of Yellowknife to the Arctic Circle and the North Pole.
- What kind of climate would you expect to find in Yellowknife?
- Relate their answers to the kind of climate there is in their own community.
- Reinforce the understanding that, in Canada, the farther north one goes, the colder the climate becomes and the farther south, the warmer.

"Where in the world is Canada?"

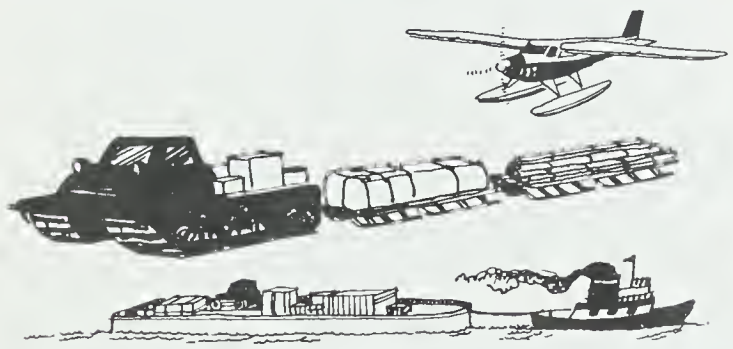
- Copy the outline map of the Western Hemisphere and distribute it to students.
- Relate the outline to a map of Canada and to the classroom globe.



- Relate the dotted lines to climate, indicating a progression from very cold to warm to hot to warm to very cold.
- Identify the poles and the Arctic Circle.
- Ask students to
  —cut out the shading that indicates Canada
  —paste the outline of Canada onto a piece of coloured construction paper so that the colour appears through the Canadian "window"
  —label the map, make a legend, and give the map a title.

DISCUSS:

- What sort of people went into the wilderness looking for gold? What are they called?
- How did they travel? Why?
- What were they obliged to carry with them? Why?
- Look at the photographs on text pages 131 and 141. How can you identify a typical prospector?
- Look at the photograph on page 134. What were prospectors' first needs when they reached Yellowknife? (A shelter near water, and a source of food)
- Look at a transportation map of Canada. Why do road and rail links thin out in the north? (These links follow settlement and the development of resources. Resources cannot be developed until transportation links — airports, roads, railways, pipelines — are built. Where there are no settlements, there are seldom any transportation links.)
- Examine a map of Canada and the sketches on page 147. What means of transportation to Yellowknife were there before the advent of the railway and the Mackenzie Highway?



On the way to Yellowknife

- Have students make a chart to show how people travelled to and from Yellowknife in the early days and how they do so today.

Students can comb the chapter for illustrations to help them and can also supplement the chart with their own drawings or symbols or pictures taken from magazines.

On Our Way to Yellowknife

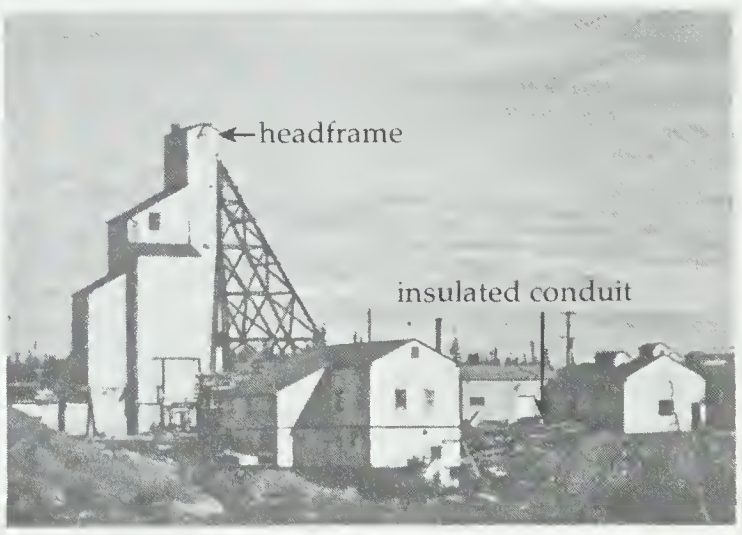
In the early days		Now
Winter	Summer	
snowshoes; sleigh and dog team; plane with skis; cat train over frozen lakes and rivers.	on foot; by canoe; in plane with floats; on tugs and barges.	scheduled flights and bus services; cars and trucks; trains.

- Identify a community in your part of Canada, the location of which is determined by a natural resource such as forests, fish, mineral resources, oil, etc.

"Read pages 130 to 133 to find out something about mining for gold. What do you think it would be like working as a miner?"

Students who live in mining communities can draw comparisons between Yellowknife and their home town with the help of relatives, neighbours, and local industry.

For those who are unfamiliar with mining communities, free gold (gold that can be distinguished by the naked eye) is a rare find. Gold usually has to be mined and separated from its parent rock. Milling (pulverizing the rock) and smelting (subjecting the ore to extreme heat to remove many impurities) are operations in the process of extraction.



The mining industry, provincial departments of mines, and mine unions are useful sources of information.

The illustration on page 132 shows a headframe, which houses the cables, winches, and cages (elevators) for lowering and hoisting miners and equipment and for bringing ore to the surface. Note the covered conduits between buildings. These conduits are insulated and enclose steam and water pipes, which are difficult to bury in rock. Hydro poles attest to electricity generated by the Yellowknife River.

Gold is found in hard rock, so galleries mined in the rock are not supported by timbering as they must be in a coal mine. The miners refer to themselves as hard-rock miners to emphasize the techniques and procedures of gold mining, which are different from those of other mining operations. Timber in the illustrations supports drilling rigs — not the roof. Pipes carry water as well as compressed air to the drill.

Pages 134-138
A Town is Born

A community is established when people settle there in order to provide services and supplies for other people already working there.

"Read pages 134 to 138 to find out some of the services that developed to serve the miners and their families."

DISCUSS:

- Look at the pictures on pages 134 and 135. Why might it have been difficult to build log cabins in Yellowknife?
- The first homes and shelters were often made out of packing cases insulated with newspaper and cardboard. Why? Where would the packing cases have come from?
- Why were the houses where miners slept called bunkhouses?
- What do you think it might be like to live in a bunkhouse?
- Tom could carry water in cans for only four months of the year. Why? How would he have to carry it for the other eight months?

Making decisions

- Make a list of the jobs and services that are needed to get a community started.

  Divide the class into groups. Have each group place these jobs and services in order of priority. Which should come first? second? third, etc.? Why?
- Bring the class together once more. Compare the list of priorities.
- Develop from this list the idea of essential and non-essential services in a community.

EVALUATION ACTIVITY

Fire protection

- What fire protection services are available in our community?
- How do we contact them in an emergency?
- Review the fire-drill procedures at school.
  - —Why do we have them?
  - —How do we behave during a fire drill?
  - —What are the rules we must follow?

Fire escapes

Instruct students to:

- Make a sketch plan of the school and mark in all of the fire exits. (Pose problems related to fire exits. For example, if the class is in Room 108 and the fire alarm sounds, what exit does the class use? What does the class do if the hall to that exit is blocked?)
- Make a sketch of the floor plan of their home and mark in all the exits that can be used in the event of a fire.

Pages 138-141
A Growing Town

Introduce this section by discussing the bar graph of population on page 139 and having students answer the questions that follow it.

Extend the concept of population and its effect on communities.

- If Acton has a population of 3000 and Georgetown has a population of 100 000, which town will offer more services to its citizens? Why?
- If Milton has a population of 8000 and Whitney has a population of 120 000, which town will have fewer traffic problems? Why?
- If Bayswater has a population of 9000 and Terra Cotta has a population of 50 000, which town will offer more choices to people looking for work? Why?

People at work

The following activity is designed to help students understand that males and females have similar aspirations and capabilities.

- Each student should complete the "People At Work" exercise by listing, in each column, the occupations of people he or she has seen in real life, on TV, or read about in books.

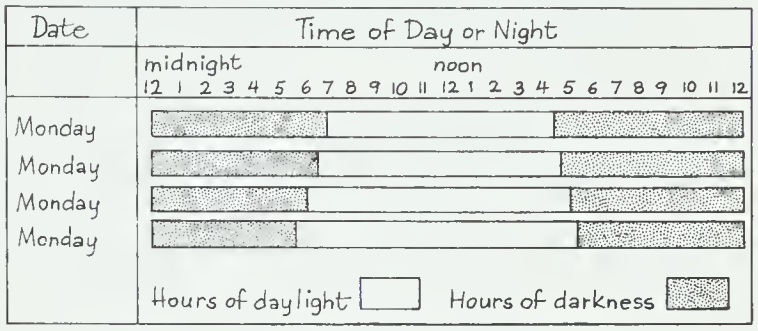
PEOPLE AT WORK		
HomeTown	TV	Books

- Transfer this information to a single chart on the chalkboard. Omit more than one reference to the same occupation.
- Discuss the occupations identified in the list from the point of view of whether or not both men and women can pursue them in today's society.

Making a daylight-and-darkness chart

During winter in Canada, miners rarely see the sun except on weekends. Why?

- What makes the difference between daylight and darkness? Why isn't it dark or light all year round?
- How many hours are there in a day and a night?
- Is the day as long as the night now, today? How can you find out?
- Record the time at dawn and the time at sunset every Monday for a month. Plot these times on a chart. Are the days getting longer or shorter? Why?
- Are the hours of daylight and darkness the same in Yellowknife as they are where you live? Why or why not?



Work and the seasons

Help the class understand the relationship between work and the seasons. List the seasons on the chalkboard and have students suggest work that is related to specific seasons.

WINTER	SPRING	SUMMER	FALL
Snow plough-ing	Planting farm crops	Pouring concrete for sidewalks	Picking apples

- Why can these jobs be done only in certain seasons? For instance, why can't we pick apples in the spring?
- Have students make a list of the jobs that go on all year round.
- Discuss the advantages and disadvantages of seasonal jobs.
- What jobs would your students like to do on a sunny day? a snowy day? a rainy day? Why?

Star trip

Divide the class into groups and give each group the following problem to solve.

Plans are being made to send a space ship to a far distant star to begin a new colony.

The space ship can carry only a pilot and eight people. Make a list of the eight jobs or skills that would be most useful in starting a new colony.

Compare the conclusions of all the groups. To what degree do they agree? To what degree do they differ?

Brain teasers

Select a word — any word — and print it on the chalkboard.

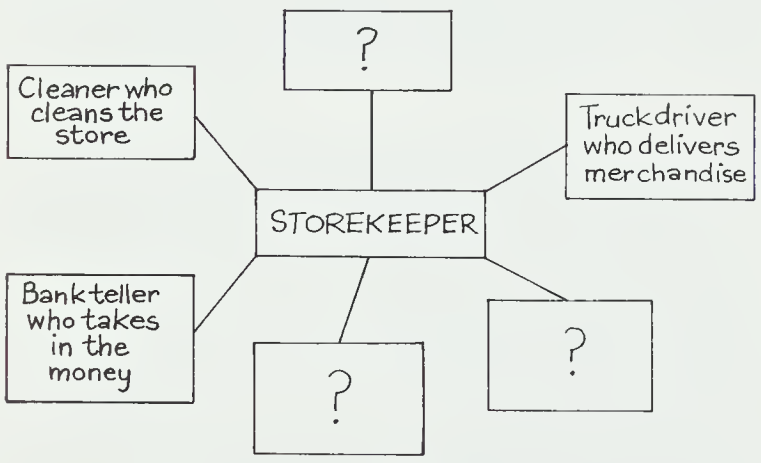
Have each student copy the word on a piece of paper, vertically — each letter on a new line. Each letter should become the initial letter of a word that identifies a job.

Example BATH
B ank teller
A rchitect
T eacher
H airdresser

"Who are the helpers?"

Have students make a flow chart to show all of the workers who assist one particular worker.

Example:



Ask students what would happen if one of these people did not do his or her job properly?

Pages 142-145 Mapping Skills

The best way to relate the map on pages 142 and 143 to the aerial photograph of the same area on pages 144 and 145 is to place them side by side. Ask students to work in pairs. One student opens the text at the map and the other at the photograph. Or each student can trace an outline of the map. Or you can distribute outlines.

The map has been simplified for use in the text. You can simplify it even further if you wish.

Now ask students to orient the map to the photograph. If your students don't know what the word means, ask them to orient themselves to the window, the chalkboard, the door, to you. Ask them to orient the front of their desks to the front of the room or to the back and their chairs to the east or the north. Play, "Simon says, orient yourself to the sun, etc."

When students have oriented the map to the photograph (aligned Franklin Avenue on the map with the long street that runs half-left to half-right in the photograph), they should be able to identify salient features like Old Town. Though they won't be able to identify the Pilot's Monument, they can pick out

- the high-rise building that accommodates the swimming pool
- the curving roof of the arena and curling rink
- the hospital in the bottom, left-hand corner
- the seaplane base on the edge of Back Bay
- the oval of sandy plain where New Town has been built
- the surrounding humps of bare rock that hem in New Town
- The Giant Mine in the top left of the photograph (which is not shown on the map).

"Give the directions."

This assignment represents a useful technique for evaluating students' knowledge of direction.

- Ask students to write items 1-6 below in their notebooks (complete with blanks).
- Look at the map on pages 142-143 and then fill in the appropriate cardinal directions — north, south, east, west — in the blanks.

1. Joliffe Island is _____ of Old Town.
2. Niven Lake is _____ of Frame Lake.
3. Rat Lake is _____ of Frame Lake.
4. Old Town is _____ of Back Bay.
5. Yellowknife Bay is _____ of the Swimming Pool.
6. Pilot's Monument is _____ of the Library.

EVALUATION ACTIVITY

Symbols

Numbers have been used to represent various locations on the map of Yellowknife. Have students create their own symbols to represent the ten locations listed on page 143 and ask them to identify each symbol in a legend.

"What route would you take?"

Direct students to look at the map on pages 142 and 143 and locate the best route from
- the Swimming Pool to the Seaplane Base
- the Arena to Giant Mines
- Pilot's Monument to the Airport.

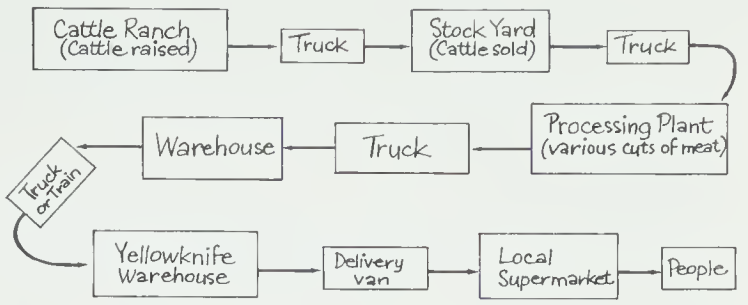
If you distribute outline maps, or if students trace an outline of their own, they can plot the answers to these assignments.

Pages 146-147 Yellowknife Needs Other Communities

Vegetables grow fast during the long daylight hours of the northern summer, but Yellowknife cannot feed itself or manufacture all the goods its people need. Almost everything has to be brought in over great distances by various forms of transportation.

Getting food to Yellowknife

Develop a flow chart on the chalkboard to show students how supplies of meat get to Yellowknife.



- Why is it not possible to raise enough cattle in Yellowknife to feed everyone?
- Look at an atlas. Find southern Alberta. Cattle are raised here and then sold and processed in Calgary. Why is meat very expensive by the time it gets to Yellowknife?
- What different jobs have to be done before a hamburger can be sold in Yellowknife?

Other communities supply Yellowknife

Make a list on the chalkboard of the following commodities and their points of origin.

Furniture — Stratford, Ontario
Flour — Regina, Saskatchewan
Clothing — Winnipeg, Manitoba
Frozen fish — Halifax, Nova Scotia
Trucks — Windsor, Ontario
Appliances — Vancouver, British Columbia
Paper — Bathurst, New Brunswick
Fruit — Okanagan Valley, British Columbia

- Have students locate these places on a map of Canada. Then trace, with a finger, the routes that these goods would follow to get to Yellowknife.
- What place do all routes pass through?
- What conclusion can you reach?
- What does Yellowknife produce? (A few furs, but mostly gold concentrates, which are shipped to Trail, B.C., for smelting into gold bars.)

Stores and advertising

As the population of Yellowknife grows, stores and businesses have to compete for attention and a share of the market. The public is made aware of what is available in stores through advertising.

- Discuss the various means business people use to get their messages across. List them. (TV, radio, newspapers, magazines, door-to-door flyers, coupons, free samples, etc.)
- Have students make a collection of advertisements and display them on a bulletin board.
  —Do the ads attract attention? Why?
  —What message is being put across by each ad?
  —What does each ad want the reader to do?
- Have the class put on an advertising campaign to announce some event that is going to take place in the school (Open House, Movie, Ball Game, Bake Sale, etc.). How can it be done most effectively?
- Divide the class into groups and make each one responsible for an aspect of the advertising campaign.

Yellowknife and Edmonton

Have students locate the two cities in an atlas, or on a wall map.

- How far is it from Edmonton to Yellowknife?
- In what direction would you travel to get to Edmonton from Yellowknife?
- In how many ways can you travel from Edmonton to Yellowknife? What towns are on the way?
- There is no bridge across the Mackenzie River at Fort Providence. How do you think cars, trucks, and buses get across the river in summer? in winter?
- Locate a point on the Mackenzie Highway where it crosses an arm of Great Slave Lake.

Yellowknife is a capital city

Yellowknife is the capital of the Northwest Territories. Use this fact as the basis for discussing capital cities in Canada.

- Check the population graph on page 139. Yellowknife became a capital city in 1967. What effect did this event have on its population?
- What is the capital city of Canada? Locate it on a map.
- Look at a map of Canada.
  —What provinces lie south of the Northwest Territories?
  —What are the names of the capital cities of these provinces?

Word search

Use the list of words below to help you solve the word search. The words go across, down, and diagonally.

OTTAWA, ST. JOHN'S, CHARLOTTE-TOWN, HALIFAX, FREDERICTON, QUEBEC CITY, TORONTO, WINNIPEG, REGINA, EDMONTON, VICTORIA, YELLOWKNIFE

Q	U	E	B	E	C	C	I	T	Y	Q	H	B
Q	I	D	D	V	I	C	T	O	R	I	A	K
V	M	M	L	O	C	A	S	B	R	P	L	C
N	U	O	S	T	J	O	H	N	S	A	I	J
H	P	N	J	T	O	T	E	I	Z	D	F	O
R	G	T	F	A	S	R	E	G	I	N	A	X
O	H	O	W	W	X	Y	O	U	V	W	X	N
T	G	N	K	A	W	I	N	N	I	P	E	G
C	H	A	R	L	O	T	T	E	T	O	W	N
L	F	R	E	D	E	R	I	C	T	O	N	M
F	Y	E	L	L	O	W	K	N	I	F	E	E

11. A Southern City — Hamilton

Introduction

Fry Readability Scale: High Grade 3

When the first settlers arrived in this part of Canada, they were looking for land to farm. These pioneers soon felt a need for services that would make life a little easier for them: a mill to grind their grain into flour; a market place where they could sell their farm produce. This chapter shows how, after these modest beginnings, the vibrant, industrial city of Hamilton developed and grew.

Events follow this sequence:

pp.
148-151 *Clearing the Land* (A resource is found and developed.)
152-157 *Building a New Town* (Services follow the people who exploit the resources.)
158-160 *Getting Around* (Services, especially transportation, expand as population grows.)
161-163 *A City of Communities* (The inter-dependence of communities)
164-165 *Hamilton Today*

Purposes

1. Becoming familiar with the geography of the community and Canada
2. Understanding that communities respond to the needs of community members through varying networks
3. Becoming familiar with the historical development of the community
4. Expanding one's knowledge of the community
5. Developing insights into the functioning of groups and the individual's roles in them
6. Developing the ability to make informed and rational decisions
7. Developing a system of personal values
8. Understanding the environment and how it affects, and is affected by, human activities.

Pages 148-151
Clearing the Land

Remind students that if they go on a picnic, they have to take along everything they need. If they forget something, they have to go back for it — or do without. It was the same for the first settlers (and the first prospectors and miners at Yellowknife). Pioneers had to rely on their own resources to look after their basic needs.

DISCUSS:

- What did the land look like around our community before people began settling here in large numbers?
- What resources were there at hand that the first people could exploit?
- What transportation routes linked them with people in other communities?
- How were people able to meet their basic needs: food, clothing, shelter, health?

"Look at the illustration on page 150."

DISCUSS:

- What do you think this pioneer was thinking about?
- What are your impressions of the log cabin? Why is the cabin so small?
- There was no running water in this cabin. Where would the pioneer family get its water? How would they carry it to the cabin?
- Why were cabins mainly built of logs? What other materials might have been used?

"Look at the illustration on page 151."

DISCUSS:

- What kind of animal is pulling the wagon?
- Why were two animals needed?
- What do you think the wagon is carrying?
- How fast do you think the wagon can travel? How far could it go in a day?
- How are other people in this group travelling?
- What is about to happen in the illustration?
- What do you suppose the woman sitting on the trunk or the woman in the Conestoga wagon is thinking?
- Why is everyone travelling with head, arms, and legs covered? (Mosquitoes and deer flies are pretty fierce in the bush, even today.)
- What is the boatman with the pole thinking? What problems is he anticipating?
- What problems do you expect these travellers to run into?

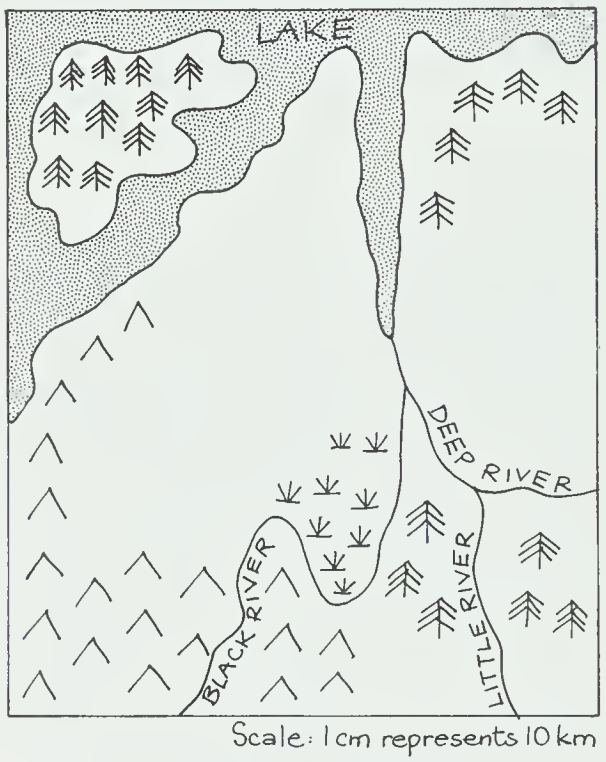
"Look at the map on page 149."

DISCUSS:

- Locate this part of Ontario on a map of Ontario, and on a map of Canada.
- From your map study, explain why you think people decided to settle in this area.
- What other cities are near Hamilton?
- What other large lakes are near Lake Ontario?
- What province is next to Ontario in the west?
- What province is next to Ontario in the east?
- If, today, pioneers were to settle in a new area, what would be some of the biggest differences they would notice in moving their belongings?

Choose a location for your farm.

After discussing the needs of the pioneers and the problems they faced, give students an opportunity to select a site for a farm.



Draw this map on the chalkboard or sketch it on a ditto. Arrange the class in pairs.

- Invite each pair to agree on a site for their farm and a site for a town to serve the area.
- Each pair of students should write down the reasons for their choices.
- At the end of the exercise, plot on the chalkboard the sites selected and the most popular choice of a townsite.
- Discuss the choices. Develop conclusions about future development in the area.

EVALUATION ACTIVITY

Homes then and now

Give students the opportunity to make two types of structure: a pioneer cabin and, second, a modern home. They will have to research these homes first (shape, size, roof, windows, etc.). Help students to plan the homes so that they are comparable in scale.

There are plenty of models from which to choose among the illustrations in the textbook. Your students can use Bristol board, cardboard or boxes, and paint or they may choose more elaborate materials like tongue depressors, ice-cream sticks, tiny Plasticine bricks, etc.

When the project is complete, compare the two homes. Make a note of all the differences. Explain them.

Be a researcher.

Encourage students to bring to class photographs, illustrations, or samples of pioneer tools and equipment. Identify them, label them, and explain how they were used.

	axe	Cutting timber; shaping logs; hammering spikes and stakes
	yoke	Carrying heavy loads across your shoulders
	candle	Shedding light
	quill	Writing with ink

Mount the data you are able to assemble in some kind of display on the chalkboard or the bulletin board.

Think about inventions.

- Why was it possible for a family to start a farm during pioneering times? Why is it so difficult today, even if the family is prepared to work long, hard hours? (The purchase price of good farmland is very high. Equipment is necessary to operate a farm. The costs of maintenance and repair, together with such other expenses as seed, fertilizer, taxes, etc., make farming a difficult way to earn a living.)
- What are some inventions that have improved and replaced pioneer farm tools?
- Illustrate these inventions with a drawing or a symbol. Label them. Explain why each invention changed the way in which farm families worked and lived.
- Think about the inventions you have in your home that make life easier. Make a chart to include the following categories:

The most useful inventions	The most useless inventions	Inventions that the pioneers could have used

EVALUATION ACTIVITY

Visiting a pioneer museum, village, or home in your vicinity

- How does an old village store compare with a modern supermarket?
- What did you think of the clothing styles?
- What did you like about the clothes? What did you dislike about them?
- What are the differences between a pioneer home and your own home?

A day in the life of a pioneer boy or girl

Have students write a diary account of the events that happened in a typical farm day. (They must decide what season of the year and day of the week to write about.) Some drawings should be included with the diary story.

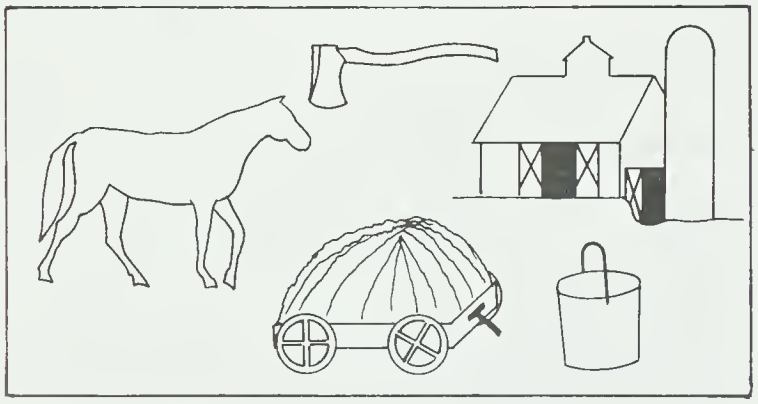
Making a time capsule of your classroom

A time capsule is a container filled with items that are typical of the lifestyle of the time period in question. A pioneer museum is a form of time capsule. By going to the museum, we can see the way pioneers worked and lived.

- What would you want people who open your time capsule 200 years from now to find out about you?

  Have the class discuss all the samples that might be included. List them on the chalkboard. Divide the class into groups. They must decide on the ten most important items to go in the time capsule.
- When this has been done, each group reports back.
- Collect the 10 most important items and seal them in a container.
- Where should we put the time capsule so that it is not disturbed for the next 200 years?

Making a felt mural of possessions that were important to a pioneer



You will need:

—a large piece of felt for the background of the mural
—a good variety of felt scraps of different colours
—scissors
—glue.

- Divide the class into groups of four. Each group should decide what possessions were particularly important to the pioneers, and each group member should choose one item for study and reproduction in felt.
- Compare the mural suggestions and the degree of class consensus for or against them. Rearrange the final items under categories. (Did any group include possessions of a religious or sacred nature?)

Pages 152-157
Building a New Town

"Since the pioneers settled in an area that had not been farmed before, there were no services nearby. What services do you think they wanted within easy reach? Read and find out."

DISCUSS:

- Why do you think a courthouse was important to the new town of Hamilton?
- Look at the pictures of Hamilton on page 162. What public building can you see in both pictures that rises above the other buildings? (A church)
- Why was this building among the first public buildings that went up in a new town or settlement?
- How did such a building serve the community?
- What are the advantages of having a market place where farmers can sell their produce?
- We discussed earlier some of the pioneers' basic needs (food, shelter, clothing, health, etc.). What are some of the basic needs of a new town? (Water supply, law and order, schools, transportation facilities, etc.)
- How do people living in the new town pay for these basic services? (Money comes from taxes paid by all living there.)

Visiting a cemetery

If you can arrange permission to visit a pioneer cemetery, or the cemetery of an old church, headstones will make the point that, in times past, many people died young.

Make a preliminary tour to decide what you want your students to see and learn.

Don't attempt to be too ambitious on a first visit. Identify for students the old part of the cemetery. Point out a limited number of names and dates. Use the occasion for a mapping exercise: the route to the cemetery; the location of the cemetery in relation to the nearest community.

Making a Community Services Chart

Make a list on the chalkboard of the services that are available in your community.

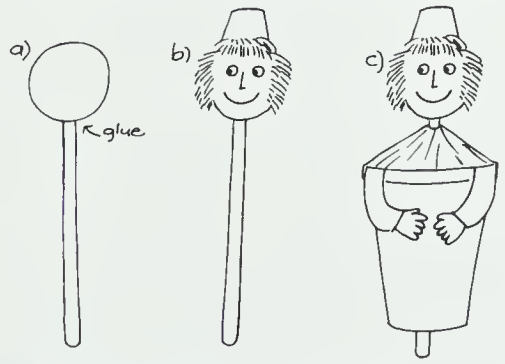
Our Taxes Pay For		
Service	People	Tools
Health care	- doctors - nurses - technicians	- hospitals - medicines - ambulances

Community "service" people

After completing the chart, have students make paper-cup puppets of the people who work for the community.

They will need:
—styrofoam or paper cups
—15 cm lengths of thin dowelling
—egg cartons or small styrofoam balls
—glue
—tape
—a variety of cloth materials, wool, buttons, paper, string.

- The dowelling is pushed into the styrofoam ball and glued.
- Various materials and wool can be used to glue the facial features and hair to the styrofoam ball.
- Cloth material can be attached to the dowelling just below the head and glued to the styrofoam cup.
- Arms can be cut from heavy cardboard and glued on.



- A pull on the stick makes the puppet disappear into the cup.
- Ask students to make their puppets give a short talk about what they do in the community.

EVALUATION ACTIVITY

When the fire bell rang

"Look at the illustrations on pages 156 and 157."

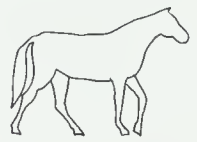
- How did the citizens of the new town first get the hand pumper to the fire?
- What kind of power was used to pump the water through the hose?
- Why did people think it was an improvement to use horses to pull the fire equipment?
- How can you tell that the firemen are proud of their equipment?
- Why do many people gather on the streets to watch a fire?
- Who will keep people from getting in the way of the firemen?

Pages 158-160
Getting Around

Animals help people get around.

Make a chart on the chalkboard of the ways in which animals have helped people get around. Draw a picture first and then include the information.

Animal-Powered Transportation

Animal	Information
 Horse	- pulls coaches - carries riders - pulls wagons - pulls guns - pulls ploughs and farm equipment - pulls canal boats

- Arrange the class in pairs. Have students compare their animals and information. The animals should be listed by students *in order* of their importance to people over the ages.

How quickly do we get around?

Extend the previous exercise. Have students make a chart of the various forms of transportation we use today to get around, drawing a picture of each one and writing a sentence of explanation.

Transportation	Information
1. Jet Plane	It carries people at over 800 km per hour.
2.	

Pages 161-163
A City of Communities

Identify several communities in the rural or urban setting in which the students live.

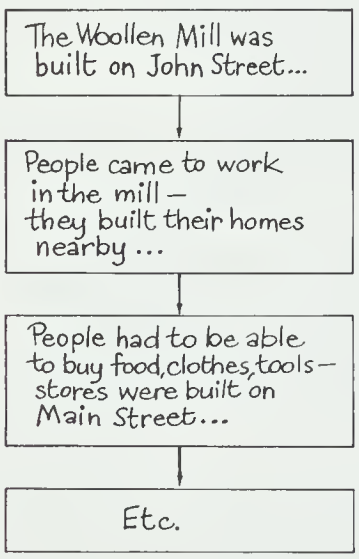
DISCUSS:

- Where do most people work?
- Where do most of them live?
- Where do most people go to do their shopping?

Making a flow chart of the growth of your community

"The story on page 161 tells how one community grew in the new town of Hamilton. Read it to find out how one development led to another."

- First, diagram on the chalkboard the growth of Hamilton's community along the bay.


The Woollen Mill was built on John Street...
People came to work in the mill — they built their homes nearby ...
People had to be able to buy food, clothes, tools — stores were built on Main Street...
Etc.

- Now ask, "How did our community change and grow?"
- Next, draw a picture to show each part of this sequence.
- What part did your family have in the community's growth? When did it arrive?

DISCUSS:

"The photographs on pages 162 and 163 provide a lot of information about the city of Hamilton."

- Answer the questions on page 162.
- What do these pictures tell you about Hamilton that maps don't?
- What do maps tell you that pictures don't?
- Ask students to make a rough tracing of the map on page 149. Instruct them to
  - —place an X to show approximately where the viewer is standing to see the page 162 views of Hamilton.
  - —identify the direction in which the viewer is facing.
  - —follow the same procedure for the view of Hamilton shown on page 148, identifying it with an A on the tracing.
- What bodies of water can be seen in all the photographs? Label them on the tracing.
- What other pictures in the text show the changes that have taken place in Hamilton? (The two on page 163)

"Let's research our community."

"Look at page 160. Hamilton quickly grew from an agricultural centre to a manufacturing one. The locomotive was made in Hamilton. The men in the picture were officials of the company that built it. The lake steamer on the same page served the people of Hamilton. Hamilton is now a centre for the manufacture of steel."

Tell students to

- Discover something about the history of their community by locating old maps and old photographs or by talking with people who have lived there all their lives.
- See if the local newspaper, the town hall, the public library, or senior citizens can help provide information about the past.

Pages 164-165
Hamilton Today

"How well do you know your community?"

- Have students make a list of the places where
  —people can enjoy themselves
  —people can work
  —anyone can get help if they need it.
- Discuss how the community is changing.
- Make three students responsible for reporting any changes in the community during one week. They should make a list of their observations and report them to the class. Appoint new reporters each week.

  Ask the class how the reporters will get their information? (Personal observation, radio, TV, parents, newspapers, friends, etc.)

"What shapes can you find among the buildings in our community?"

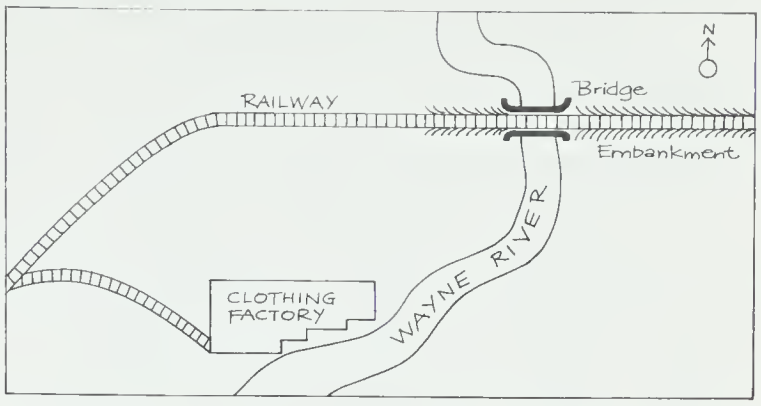
3-dimensional shapes		2-dimensional shapes	
cube		square	
sphere		rectangle	
cylinder		triangle	
cone		circle	

Draw charts of these shapes on the chalkboard. Ask students to identify the building that is a similar shape by its address.

Sketch the house that matches the shape in the chart.

"Let's plan a community."

Maytown is a small town located on the banks of the Wayne River. The clothing factory employs most of the people who live in Maytown. Here is a chance for students to plan a community.



Draw this map on a ditto and give a copy to each student.

- Where will you put the streets?
- Where will you put the houses?
- Where will you build bridges across the river?
- Where will you build bridges under or over the railway?
- What special services do you want to have in Maytown? What is the best location for them?

"What makes our community attractive?"

- Invite students to volunteer opinions about what it is they like in the community.
- List on the chalkboard characteristics that they find attractive.
- Ask them what they think would make the community more attractive.

Our community

Have students write answers to the following questions.

1. What is the best spot in our community for a picnic? Why?
2. Where do the tallest trees grow? What kind are they?
3. What place would you like to show to a visitor? What place would you not like to show a visitor?
4. What people are you most proud of? Why?
5. What important event happened recently?
6. What is the nicest thing you can say about our community?

EVALUATION ACTIVITY

12. Ottawa: Our Nation's Capital

Introduction

Fry Readability Scale: High Grade 3

The Martin family visits Ottawa for the first time. During their tour, they are introduced to many important features of our nation's capital. All of these contacts help them to understand and know more about Canada.

Events follow this sequence:

pp.
166-169 *Parliament Hill* (Proud people are people who care.)
170-173 *Our Law-Makers* (Our capital is the centre of our country.)
174-184 *A Walking Tour of Ottawa* (Our capital is a special place.)

Purposes

1. Developing an awareness of law and government, and of the rights and duties of Canadian citizens
2. Understanding that communities respond to the needs of community members through varying networks
3. Becoming familiar with the historical development of the community
4. Developing insights into the functioning of groups and the individual's roles in them
5. Developing the ability to make informed and rational decisions
6. Developing a system of personal values.

Pages 166-169
Parliament Hill

DISCUSS:

- It isn't difficult to pick out the people in school who take pride in the way they look every day. How do they show they care?
- What difference does it make to us how other people look? (Play down physical attributes and possessions. Stress matters such as grooming, cleanliness, carriage, zest for living, etc.)
- Why is it easy to recognize the work of people who take pride in what they do?
- What are the signs of somebody who cares about performance in the classroom, at a workbench, in sports?
- How do we show that we take pride in this classroom? in our school? What are the signs that say, "We care!"?

It doesn't matter whether your classroom is freshly painted or in need of a new coat. Discussion should focus on evidence that "We care," that we do the best we can with the resources at hand.

Examine for positive attributes how we treat each other, visitors, newcomers, and school property. Examine the way we work together, share our work, display it, and handle it.

When you have talked about aspects of the classroom and school in which your students take pride, suggest that another source of pride might be in being a Canadian. "Why do we have every reason to be proud that we are Canadian?" Cite people and events that justify our being proud of our nationality.

Introduce Ottawa by having students locate it on a map of Canada.

- What river flows along the north side of Ottawa?
- In what province is Ottawa located? What is the province across the river from Ottawa?
- What languages would you expect to hear in Ottawa?

"In what ways is Ottawa very special to Canadians? The last story in our book suggests why. It tells what a family, the Martins, found in Ottawa that seemed special to them.

"Read from page 166 to 169. What were the Martins expecting to find in Ottawa that was something special?"

Making a print of Parliament Hill

Students will need poster paints; a sheet of glass or heavy plastic; rollers; a pencil; a thin sheet of white paper.

- Pour a blob of paint onto the sheet of glass.
- Spread the blob evenly over the glass with your roller.
- Smooth the paper over the wet surface.
- Using the pencil, draw the outline of your print on the paper. Press gently and carefully.
- Peel back the paper and allow it to dry.

Try making prints on different textures of paper (tissue, crepe, cellophane, etc.).

- Roll out more than one colour of paint onto the glass.

Making a fabric picture of the Changing of the Guard

Students will need an old piece of white sheet; scraps of bright fabrics; glue; a brush; scissors; a black crayon.

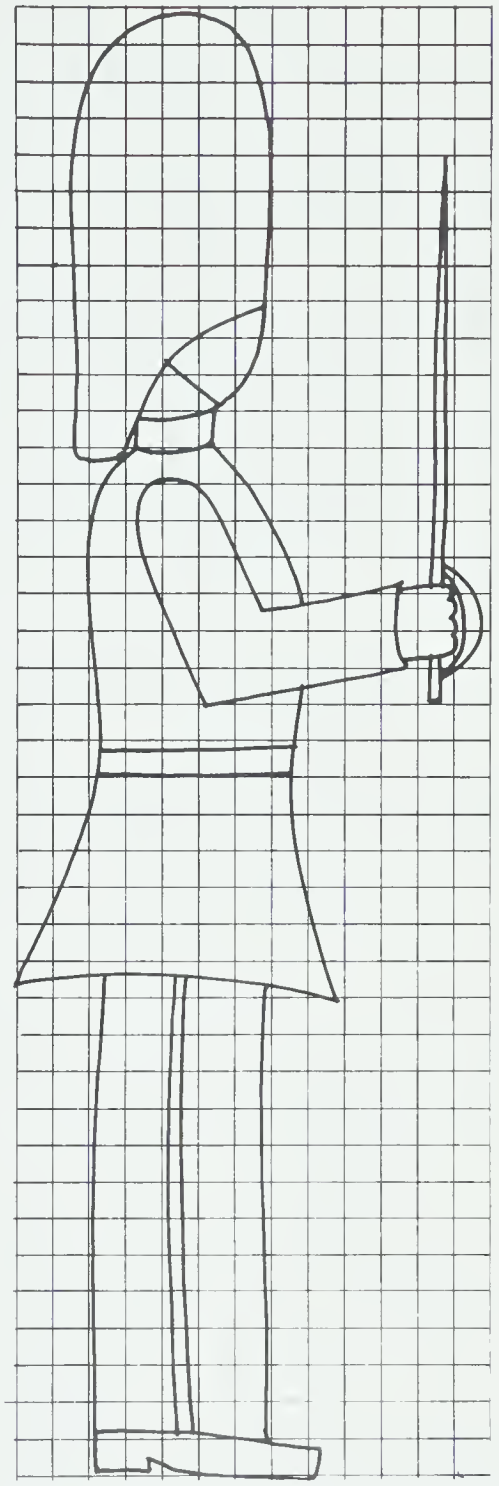
- Use the white sheet as a background.
- Draw the Parliament Buildings on the sheet in black crayon. (See page 166.)
- Draw some of the soldiers in front of the Parliament Buildings. (See page 168.)
- Fill in these drawings by cutting small pieces of the coloured material and sticking them to the sheet.

Constructing a model of Parliament Hill

Students will need empty boxes and tubes; matchboxes; tongue depressors and ice-cream sticks; coloured paper; corrugated paper; scissors, glue, tape, a brush, and paints.

- Look at the pictures of the buildings on Parliament Hill on pages 166-169 and imagine what you will need to construct those shapes.
- Find boxes of the right size and shape for your model.
- Glue them together.
- Use a variety of your materials to make windows, pillars, towers, flag poles, etc.

"Put a guard on the door!"



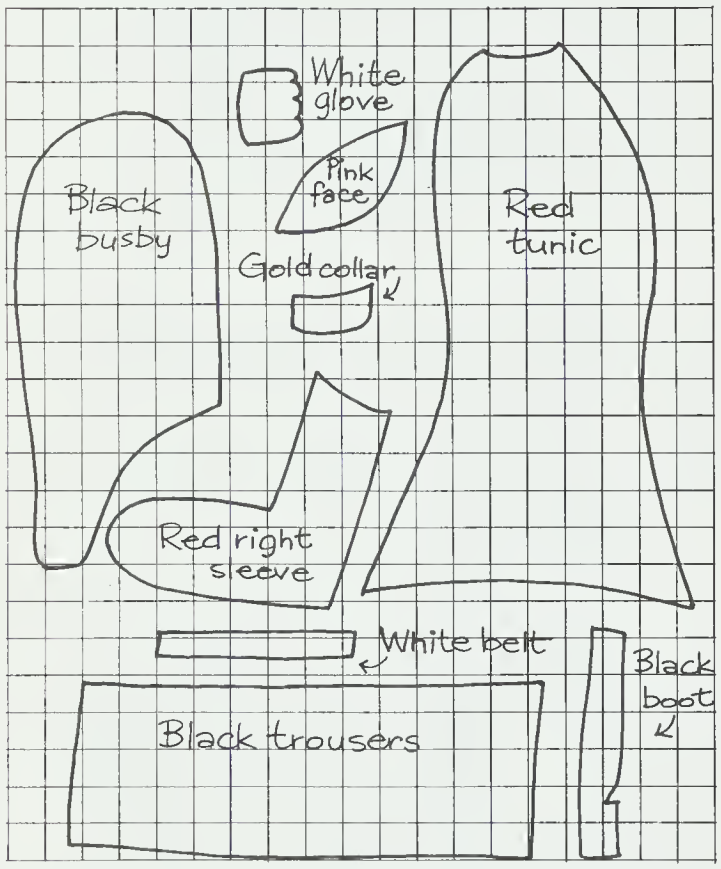
Make a silhouette of your guard out of heavy cardboard. Use the illustration here as a model for your outline. (If you want a lifesize silhouette, it should measure about 2 m from busby tip to toe.)

- Have your class work in small teams to reproduce a number of guardsmen.
- Each team can use your silhouette to make a tracing with felt pens on mural paper.
- Each side of a guardsman can be painted in appropriate colours or decorated with appropriate colours of (glued) crepe paper.
- Hang the guards around the room so that their feet just touch the floor, with perhaps two stationed outside the door.

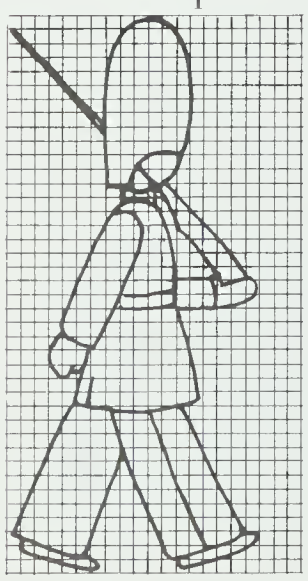
- Some team or teams should be encouraged to decorate the cardboard silhouette you made.

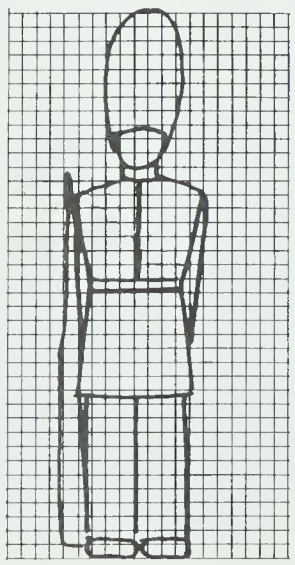
OR

- Distribute copies of paper patterns.
- Instruct students to cut out the shapes and use them as patterns to trace outlines on the appropriate colour of construction paper.
- Glue the pieces to a backing sheet to reproduce the outline of a guardsman. (The backing sheet could be mural paper with an outline of the Main Block and the Peace Tower.)
- Mass your Guard before the Peace Tower or distribute them across the front of the Main Block.



- You can vary the patterns with full-face views or with figures marching with arms at the slope.





Changing the guards

- Read "They're Changing the Guard at Buckingham Palace" by A. A. Milne, or sing it, or play the record.
- Explain that the guards on Parliament Hill are the same, in most respects, as the guards outside Buckingham Palace, the Queen's home in London, England.
  - —They represent the authority of the crown, i.e., the Queen.
  - —They wear a distinctive uniform: bearskin head-dress, red tunic, black trousers. The uniform was designed about 200 years ago in the days when troops were dressed to frighten the enemy (and, like football uniforms, helped to tell the "good guys" from the "bad guys"). The busby comes down over a guardman's eyes so that he has to look up — and keep his head up — to see where he is going.
  - —Guardsmen are considered elite soldiers.
- Ask students to look at the guardsman in the foreground of the picture on page 167. He is the bandmaster. The band is lined up behind him. You can see the edge of a drum just under his elbow.
- Ask students to examine the bandmaster's uniform for clues to his links with the Queen.
  - —Around the top of his staff is the word "GUARDS."
  - —His staff carries a crown on top, with a lion standing over it.
  - —He wears a bandolier across his chest. In the middle of the bandolier (just above his thumb), is the honorary insignia "E II R."
  - —His collar carries branching maple leaves surmounted by a crown.
- Ask how you can tell the officers from the men in the picture. (Other ranks carry rifles. Officers carry swords on parade and wear white gloves.)
- Ask students to look at the photograph on page 168 and speculate on the identity of the onlookers (seen only in black silhouette in the foreground). Which one is Peter? Why is it easy to pick out Tracy? Where are Mr. and Mrs. Martin?

Pages 170-173
Our Law-Makers

Increase the awareness of students towards rules and laws before developing this section of the chapter.

Rules in the home

- What are they?
- Who makes them?
- Why are they made?
- What share do you have in making rules around the home?
- What happens if the rules are broken?

Rules at school

Ask the same questions.

Community laws

- What signs or symbols do we see around us as reminders of laws in our community?

SIGN	LAW
	traffic sign-stop
	traffic sign-one way

- Who makes these laws?
- Why are they made?
- Who makes sure that they are obeyed?
- What happens if laws are broken?

Be a lawmaker

Here is an example of a law that was thought up by a Grade 3 student.

IF YOU YELL LOUDLY IN THE CLASSROOM, YOU WILL HAVE TO STAND OUTSIDE THE CLASSROOM FOR ONE HOUR.

DISCUSS:

- Why is yelling loudly in the classroom a bad thing to do?
- Does the class need this law?
- If you students were law-makers, would you pass this law? Why or why not?
- If you thought you could improve it, how would you change it?

Have each student write a law for the classroom. Discuss each of these, in turn, by using the previous types of questions.

When the proposed laws have been discussed fully, have each student write out a helpful law that would apply at home.

This is a good point at which to restate the distinction between local, provincial, and federal government: the three levels.

- There are laws that we make at the local level. Those are the laws we have been talking about.
- Then there are laws that are made in our provincial capitals. These laws govern how we live in our province.
- Last of all, there are the laws that apply to everyone who lives in Canada. These are made on Parliament Hill.

Scrambled words

All of these words can be found on pages 172 and 173. They have to do with government in Ottawa.

S E R T V O (voters)
W L A (law)
N M T N E R G E O V (government)
D T E C L E E (elected)
E N S T E A (Senate)
L O L T A B (ballot)

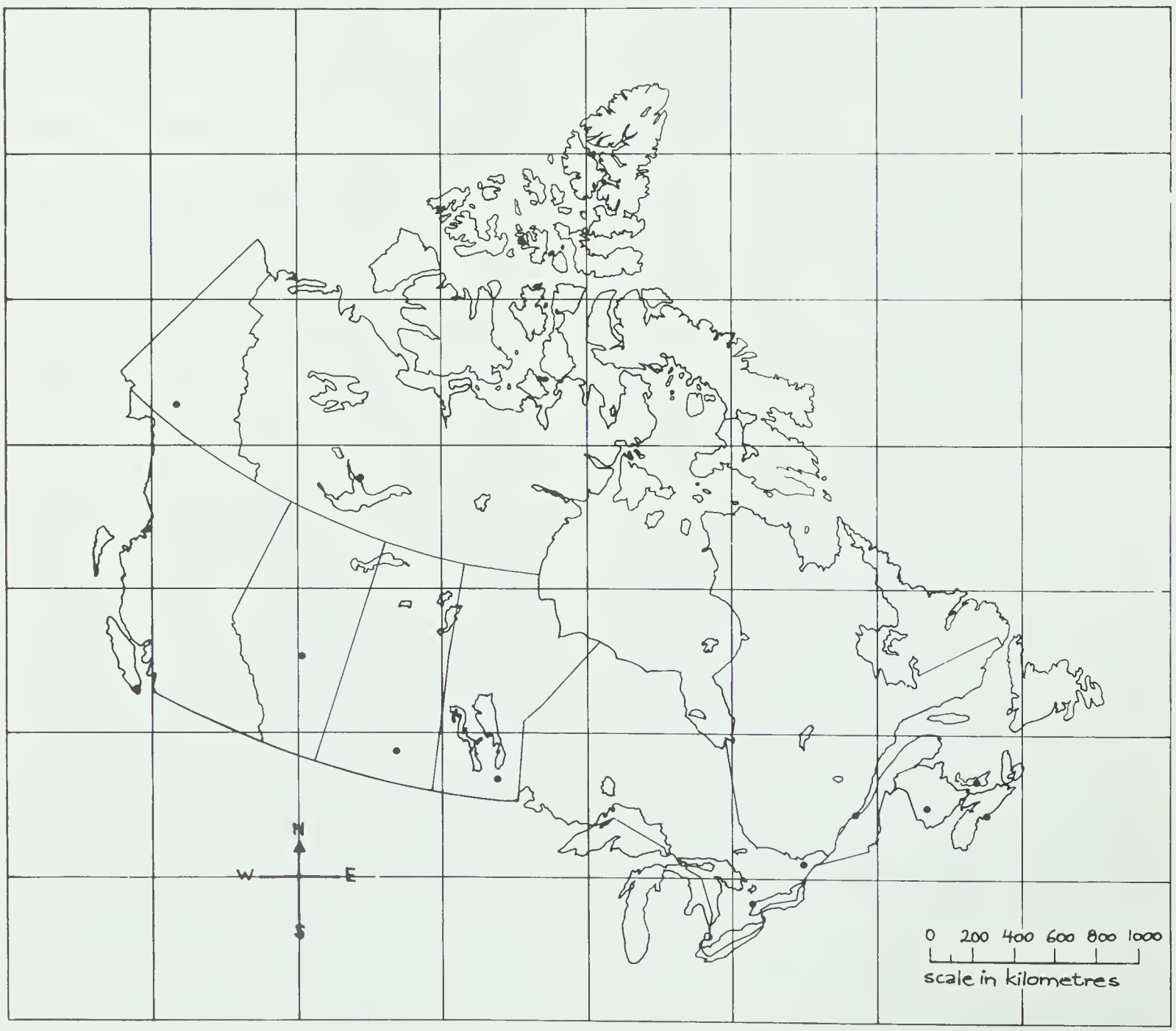
Plotting the flight of law-makers

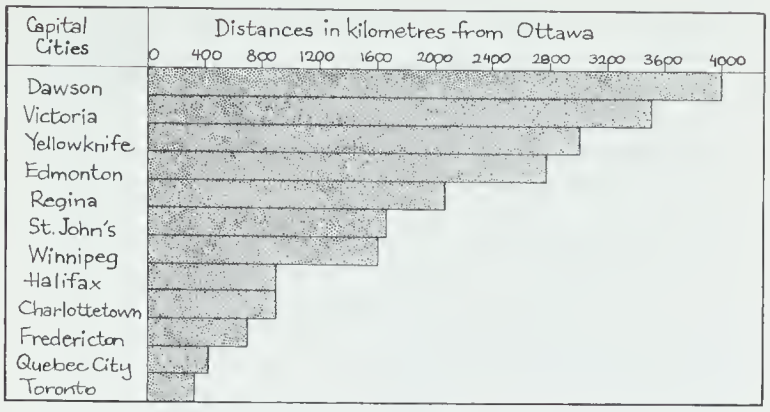
Point out that law-makers come to Ottawa from all parts of Canada to represent the people of the provinces and territories. Some members of Parliament live in Ottawa and only get home on weekends, or at less frequent intervals when the Senate or the House of Commons are in session.

Make a large outline map of Canada. It should indicate provinces, territories, and capital cities, but without labels. Include a compass rose and a scale. (You can use a plastic sheet, oilcloth, cloth, or mural paper as a backing because you can pin or tape

things to a backing sheet — and store the map for repeated use.)

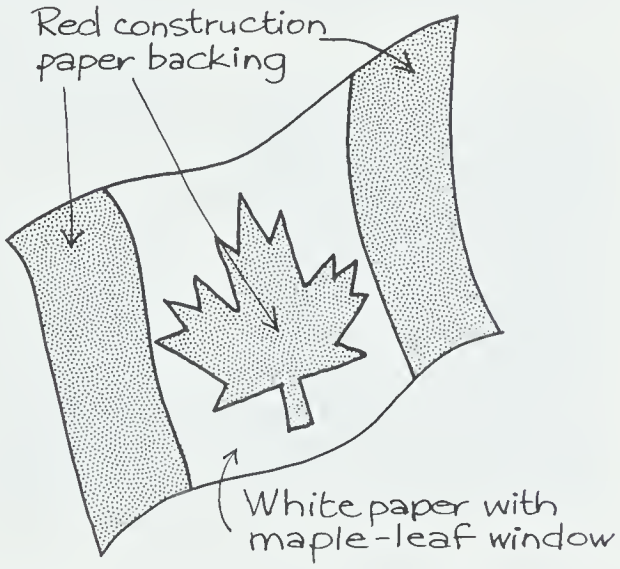
- Ask students to identify the provinces, territories, provincial capitals, and Ottawa by taping labels (which you provide) in the appropriate places.
- Have students pin or tape a red cord or length of yarn to represent the most direct air route (the shortest route) from each provincial capital to Ottawa, prompting them with questions such as, "Which law-maker, that is, Member of Parliament, or MP, lives (a) farthest north of, (b) farthest west of, (c) farthest from, (d) nearest to Ottawa? Which MPs might be able to go home for weekends? Why? Which might not see their families from one month to the next? Why? Why might they be unwilling to move permanently to Ottawa to live?
- When all air routes have been identified with red yarn, ask your students what they notice about the routes our law-makers travel in the south of Canada; in the north. "Why?"
- Relate the location of capital cities to populated areas by referring students to the appropriate map of Canada in a junior atlas.
- Speculate about an alternative location for our nation's capital city. "Where would you place our capital city if you had to relocate it? Why would you want to place it there?"
- Comparing the distances that separate each provincial capital from Ottawa makes a good bar graph, especially if you arrange them in order from the farthest to the nearest (or vice-versa).





Canadian symbols: what do they say?

The data for this assignment is in a small book, *Arms, Flags, and Emblems of Canada*, which is available in most public libraries and is distributed through any bookstore that sells government publications and pamphlets. Most encyclopedias also carry the information you need.



- Distribute to students a data sheet about the Canadian flag, but not an illustration of the flag itself. Use the classroom flag, or a borrowed one.
- Distribute newsprint art paper and ask students to draw a Canadian flag in the middle and colour it. Or have them cut the outline of a maple leaf out of a piece of white paper and paste the white paper, with its maple-leaf "window," in the centre of a sheet of red construction paper. Tell students to leave lots of white space around their flag.
- Write questions on the chalkboard that can be answered from the data sheet — or include the questions on the data sheet. Students can either cut the appropriate information from the data sheet and paste it somewhere in the vicinity of their flag or they can write answers on a separate sheet of paper, cut out the answers, and paste them around their flag. Here are some sample questions:
  - —When did Canada receive its own flag?
  - —What do the colours and symbols mean?
  - —Who can fly this flag?
  - —What flag was the official flag of Canada before our law-makers adopted this design?

* * *

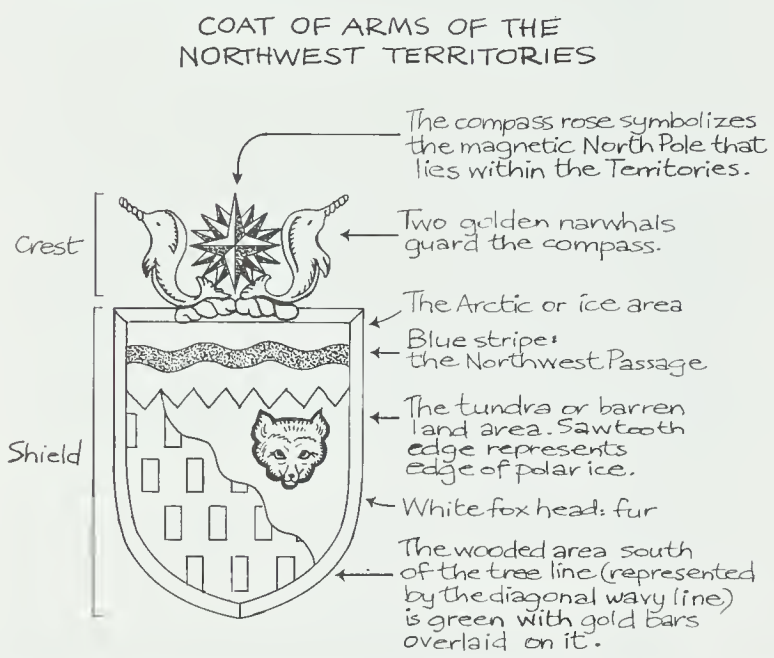
- Divide the class into groups of two or three students.
- Assign a province or a territory to each group.
- During a library period, help each group to locate data on provincial flags illustrated and described in most junior encyclopedias.
- Direct the assignment with such questions and suggestions as:
  - —Make a large coloured drawing of the flag.
  - —Beside your flag, label the various symbols and explain what each of them means.
  - —What other symbols or sayings — like the legends on some provincial licence plates — are associated with the province assigned to you? (If this assignment seems too complicated, assign only your provincial flag for study and handle the assignment much as you did the Canadian flag.)

* * *

Canada and the provinces have coats of arms as well as flags. A coat of arms is a shield with drawings on it representing a family or national history. A coat of arms is made up of symbols that represent important ideas about people, places, etc. (Knights used to wear these symbols on a light coat or robe worn over their armour, like a football jersey over padding. Coats of arms helped to identify contestants in a jousting tournament and friends from foes in a battle.)

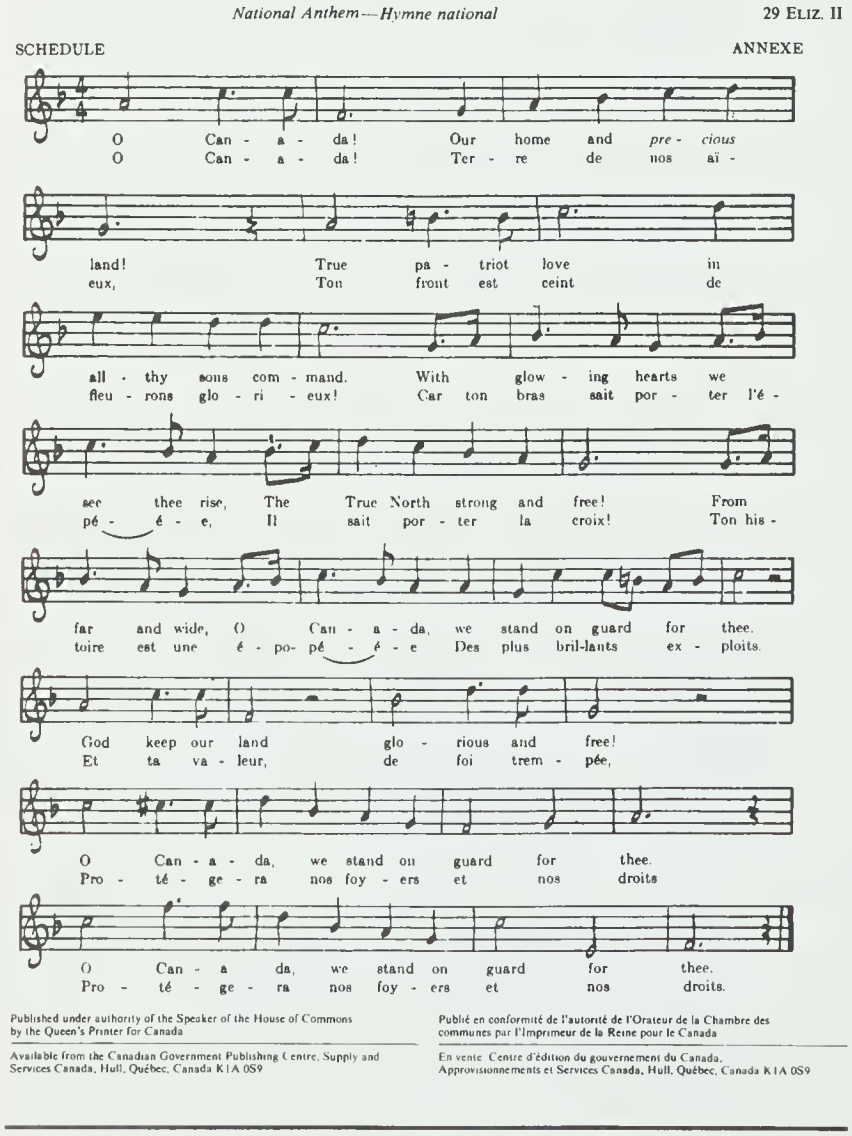
- Apply to coats of arms the same general investigative procedures you applied to flags. An alternative is to invite your students to make sketches of the national and provincial coats of arms and colour them.

- After you have discussed the coats of arms with your students, supply all the data and labels on mimeographed sheets. Scramble the information to make the task of recall and identification more challenging.
- Ask your students to cut up the data you have supplied and paste it onto the appropriate coat of arms in the manner illustrated below.


COAT OF ARMS OF THE NORTHWEST TERRITORIES
The compass rose symbolizes the magnetic North Pole that lies within the Territories.
Crest
Two golden narwhals guard the compass.
The Arctic or ice area
Blue stripe: the Northwest Passage
The tundra or barren land area. Sawtooth edge represents edge of polar ice.
Shield
White fox head: fur
The wooded area south of the tree line (represented by the diagonal wavy line) is green with gold bars overlaid on it.

- Suggest to your students that they look carefully at the symbols on the various coats of arms and then make a list of the ideas they feel are important to people in Canada.
- Design a flag, or a coat of arms, that shows the things about Canada of which you are proud. Do the same for your school, classroom, or family.
- Canada now has an official version of its national anthem. Write "O Canada" on the chalkboard or distribute mimeographed copies. Sing it right through.

Ask students:

- What do the words and verses mean to you?
- How do you feel when you sing our national anthem?
- How do you show respect for Canada when the national anthem is played?
- When is it played?

National Anthem—Hymne national
29 ELIZ. II
SCHEDULE
ANNEXE
O Can - a - da! Our home and pre - cious
O Can - a - da! Ter - re de nos aï -
land! True pa - triot love in
eux, Ton front est ceint de
all - thy sons com - mand. With glow - ing hearts we
fleu - rons glo - ri - eux! Car ton bras sait por - ter l'é -
see thee rise, The True North strong and free! From
pé - é - e, Il sait por - ter la croix! Ton his -
far and wide, O Can - a - da, we stand on guard for thee.
toire est une é - po- pé - é - e Des plus bril-lants ex - ploits.
God keep our land glo - rious and free!
Et ta va - leur, de foi trem - pée,
O Can - a - da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits
O Can - a da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.
Published under authority of the Speaker of the House of Commons by the Queen's Printer for Canada
Available from the Canadian Government Publishing Centre, Supply and Services Canada, Hull, Québec, Canada K1A 0S9
Publié en conformité de l'autorité de l'Orateur de la Chambre des communes par l'Imprimeur de la Reine pour le Canada
En vente Centre d'édition du gouvernement du Canada, Approvisionnements et Services Canada, Hull, Québec, Canada K1A 0S9

Pages 174-184
A Walking Tour of Ottawa

"The nation's capital is, in some ways, like any other large city in Canada. However, there are many places in Ottawa that are owned by the government and therefore the people of Canada. Us! Institutions like the Parliament Buildings, the Supreme Court of Canada, the Royal Mint, the National Art Gallery, the National Museums are all of special significance to us. They are institutions that preserve our national heritage.

* * *

"Let's follow the Martin family on a walking tour of Ottawa. Read from page 174 to the end in order to find out what places they visit and what photographs you can locate in the map on pages 176 and 177."

* * *

Ask students to make a rough tracing of the map on pages 176 and 177, or give them an outline map. They can plot most of their responses to the discussion questions by labelling, marking, shading, or colour coding their maps.

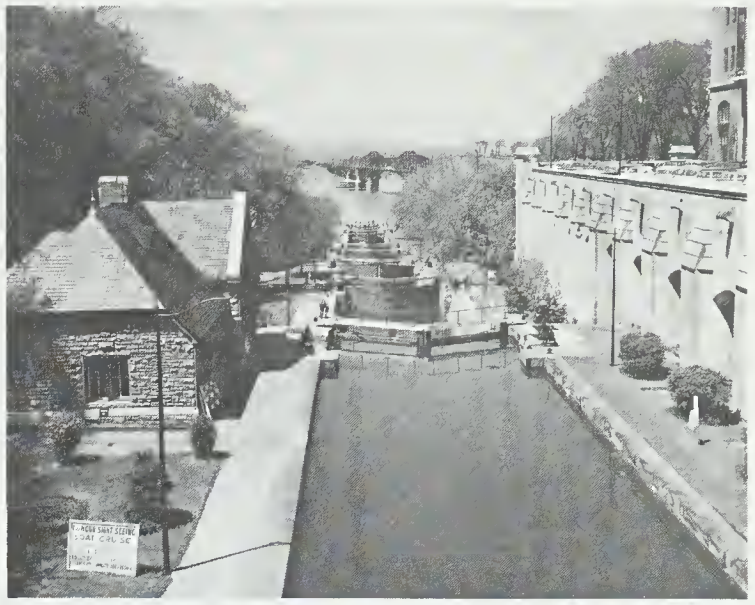
DISCUSS:

- What same buildings or details can you recognize in the photographs on page 175? (The Parliament Buildings and the Chateau Laurier's towers and turrets. The Chateau is a hotel.)
- In what direction is the camera facing in all the views of Ottawa on page 175? How can you tell?
- What clues are there on page 175 that tell you about a change of seasons?

Where, on the map on pages 176 and 177, were these photographs taken? How can you tell?

- Compare clothing on page 169 with clothing in the pictures on pages 174 and 175. What comparisons are you able to make?

- In what direction is the camera facing in the photograph on page 178?



- Where, on the map on pages 176 and 177, do you think the photographer might have been standing when this picture was taken? Why do you think so?
- In the background of the photograph, you can see the Alexandra Bridge. Which bridge on the map is the Alexandra Bridge? (The next bridge, to the east on the map, is the Macdonald-Cartier Bridge.)
- What river flows into the Ottawa near the Prime Minister's home? (Rideau River) In what direction does the river flow? Where does the Ottawa River begin? Where does it end? Use an atlas to help you.

The National Capital Commission, which administers federal property in Ottawa, is a helpful source of information if you want students to extend their study of Ottawa. Another source is the Corporation for the City of Ottawa.

National Capital Commission
161 Laurier Street West
Ottawa, Ontario
K1P 6J6

Tourist Bureau
Corporation for the City of Ottawa
National Arts Centre
Ottawa, Ontario
K1P 5W1

Page 178

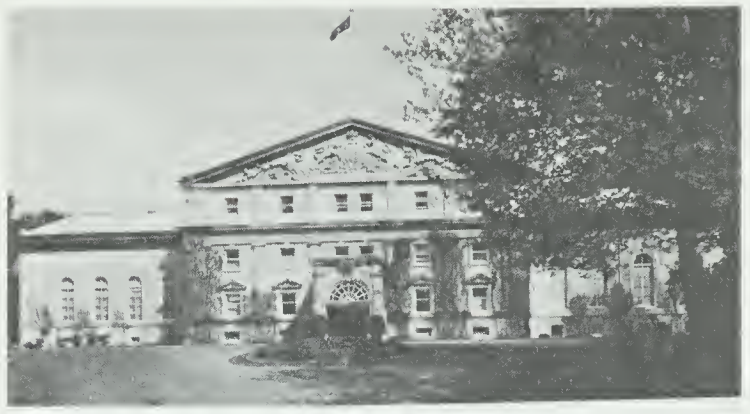
- There are two lifesavers in the photograph. Where are they? What are they for?
- For whom would the little house have been built? Why?

Page 180

- In what direction is the camera facing?
- What coat of arms is just above the door?
- On what other photograph can you recognize the same coat of arms? (Top photo on page 183)
- In what direction is the wind blowing? How can you tell?

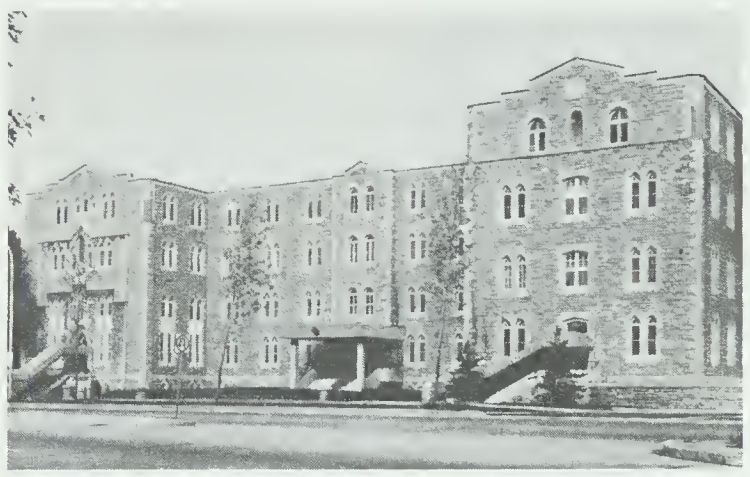
Page 181

- What street is in the foreground? How does the map on page 176 help you?
- Which way is the camera facing?
- Where, on the map, would you place the church?



Page 183

- What clues are there on the building in the top photograph to suggest who lives there?



- The bottom photograph shows the Embassy of the People's Republic of China. It used to be a private school for girls. A cross is still etched into the stonework near the top of the left wing. A street sign is prominent in the foreground. What does it say?

Page 184

- The caption below this photograph implies that these government buildings are in Ottawa. They are, however, just across the river in Hull, Quebec.

  The camera faces south. In the background is a glimpse of the Ottawa River Parkway through one of Ottawa's parklands along the Ottawa river. To the right of the photograph are the Chaudière Falls, part of the E. B. Eddy paper mill complex, and the Chaudière Bridge. Parliament Hill is out of the photograph to the left.

END

O Can - a - da! Our home and *pre - cious*
O Can - a - da! Ter - re de nos aï -

land! True pa - triot love in
eux, Ton front est ceint de

all thy sons com - mand. With glow - ing hearts we
fleu - rons glo - ri - eux! Car ton bras sait por - ter l'é -

see thee rise, The True North strong and free! From
pé - é - e, Il sait por - ter la croix! Ton his -

far and wide, O Can - a - da, we stand on guard for thee.
toire est une é - po- pé - é - e Des plus bril-lants ex - ploits.

God keep our land glo - rious and free!
Et ta va - leur, de foi trem - pée,

O Can - a - da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.

O Can - a da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.

Published under authority of the Speaker of the House of Commons
by the Queen's Printer for Canada

Available from the Canadian Government Publishing Centre, Supply and
Services Canada, Hull, Québec, Canada K1A 0S9

Publié en conformité de l'autorité de l'Orateur de la Chambre des
communes par l'Imprimeur de la Reine pour le Canada

En vente: Centre d'édition du gouvernement du Canada,
Approvisionnements et Services Canada, Hull, Québec, Canada K1A 0S9

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ISBN 0-7715-8143-2